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Man - Making

We all are blind until we see
That, in the human plan,
Nothing is worth the making if
It does not make the man.

Why build these cities glorious
If man unbuilted goes?
In vain we build the world unless
The builder also grows.

Edwin Marcham in *January Nautilus*.

EDITORIAL

FOR several months there has been coming to the editor's table publicity material from the National Committee on mathematical requirements, under the patronage of the Mathematical Association of America. The committee was organized in 1916 to study and assist in the reform in the teaching of mathematics. It has a distinguished membership, a half dozen representing the colleges, and seven representing secondary schools. Cooperating with this central body are local committees in nearly half the states and in a score of larger or smaller cities. Local and National meetings have been held for the purpose of discussing proposals and criticisms. Sub-committees are at work upon separate phases of the problem, and the United States Bureau of Education will publish the final summaries in the form of leaflets or bulletins. Societies and individuals desiring to be placed on the mailing list are asked to send their addresses to the Chairman, J. W. Young, Hanover, N. H.

ALL of which doesn't mean that mathematical teaching in high school and college is poorer than other teaching; but rather that professors and instructors in this subject are alert to make their teaching effective. Upon mathematics, also, fell the shaping influence of the five recent strenuous years. Applied mathematics is appreciating in value. The astonishing development of technical education, engineering, trade and vocational training and household applications, call for a reconsideration of

mathematical instruction. The quantitative element finds a place in fields of knowledge once thought to have qualitative characteristics only. The school uses of arithmetic, algebra and geometry are questioned and restated. Readers of this Journal are chiefly interested, perhaps, in these aspects of the subject. In the current number will be found two articles by the California teachers, of such importance as to challenge the attention of teachers. But this movement derives its main importance from the fact that most subjects of the Junior and senior high schools are being brought to the test of critical investigation; and not so much the content of the subject as the method of its presentation. University and high school teachers alike are (slowly?) coming to see that teaching is an art that has its own canons which, for any effective results, must be observed. The effort of the mathematical teachers is an encouraging indication of sanity.

R. G. B.

NOVEMBER 10 - 15, the entire Country observed "Children's Book Week." The slogan heads this editorial notice. Better books for the children; more books in the home, the school, the library, in rural and urban districts alike, for both boys and girls.

MORE BOOKS IN THE HOME

The movement for a "book week" began with the Boy Scouts of America and Chief Scout Librarian F. K. Mathies. But it had the cooperation of the American Booksellers' Association, the American Library Association, teachers as a body and hundreds of individual workers,

many parents, Boards of Education, State Departments of Education, magazines and magazine writers, story tellers and story writers and above all the newspapers. Book publishers and book dealers also aided the movement, and their interest was not altogether commercial. They consciously or unconsciously held a double purpose in this "drive": (1) To emphasize the great importance of the subject; and, (2) to draw attention to worth while books, and to make their choice easy. It really is not difficult in recent times and especially in these opening years of the twentieth century to find good books for children; books of good quality, not necessarily books written to inculcate moral lessons; but inviting wholesome reading, leading to right habits, discriminating taste and improving, widening interest. No, it is not difficult to find acceptable books; nor is it easy to get the right kind of books and enough of them into the hands of the children who most need them.

IN California few influences have been more potent in accomplishing this second purpose than the collection of supplementary stories, descriptive, historical, travel and adventure books in the schools, and the public city, and especially County libraries, reaching all ages and all sorts of people. "Teachers," says Deputy Superintendent A. J. Cloud of San Francisco, "are vitally interested in any movement that will tend to increase the enthusiasm of children for good books, and thus to introduce them to their literary inheritance." With this epigram on "good books" as his text, Mr. Arthur Brisbane (asked for eight hundred words) contends that somewhere along in the life and the early life one must have read Shakespeare and the Bible, or be ignorant of the English language; at least one book each on astronomy, ge-

ology, evolution and philosophy, else he will be ignorant of man's place in nature and how he came to it; a few of the great poets, the great biographies (and he names 32); some of the great works of fiction, etc. Mr. Brisbane ends by saying, "Here are 800 words—only three are necessary: Read Good Books." This editorial notice takes its cue from an event last November, but it concerns an ideal and a practice that have more than a "once-a-year" meaning. Like the thrift purpose it must be made a habit, not a passing enthusiasm. The homes, some homes, do help on the movement. The schools can perhaps do most. Libraries, through their children's departments have already done more than even teachers generally, and parents and the public comprehend. It makes relatively less difference how many years of schooling the youth have had, or how many courses they have taken; but it does make much difference whether they have acquired a habit of book-using, and book-interpreting, and book loving. To have come into that inheritance is wealth indeed.

R. G. B.

A REPORT of enrollment of the University of California presented to the Regents at the October meeting showed a total of 8993 students in the Berkeley colleges and 434 in the San Francisco professional schools — a total of **THE JUNIOR COLLEGE** 9427. The increase in enrollment over the previous year was 53 per cent—greater than the increase in any other state university. Some classes at the university enroll from twelve to fourteen hundred students. It is evident that California must make more adequate provision for its young people who wish to take college work. The classes are too large and the housing facilities for students in

Berkeley are insufficient. Probably a state system of junior colleges affords the best solution of the problem. However, the junior colleges should be regional rather than district institutions. In other words, they should serve the neighborhood region within a reasonable radius. Better a few well-placed, well-manned, well-equipped, well-financed institutions than a host of struggling post-graduate high school courses whose chief resources are ambitions and hopes. The Special Legislative Investigating Committee is working on the problem and will make a recommendation thereon at the next session of the legislature. W. C. W.

THE December issue of this State publication is so excellent, so comprehensive of educational and school problems, so rich in suggestion, that one scarcely knows how to leave off quoting.

THE CALIFORNIA BLUE BOOK Liberal extracts have been made for this Magazine's issue. Nothing better has come from the office; and Board of Education, Superintendent and commissioners—all are represented in its pages. What with the regular and occasional publications of the State Department, the thousand or more pages of Sierra Educational News, annually, the bulletins and journals of City School systems, the score or more of school papers, and the increasing space given by the daily and weekly press, the general public and the body of teachers have little excuse for any ignorance about schools and school conditions in their several neighborhoods and in the State at large. What is better, most of these periodicals include information of such matters from outside the State, yielding breadth of vision and means of comparison. For not a little of this

stimulating influence upon the means of publicity we are indebted to the present State administration in its efforts to make available to all, the wise insights and efficient practice of any. The Blue Book is rendering a wholesome service.

R. G. B.

THE survey as a basis for campaigning for better schools, has in a few states, at least, reached the country districts and the agricultural sections. There has been, at times, and in places, an effort to improve school

OUR RURAL SCHOOLS

conditions in the absence of a reliable inventory of existing conditions, as satisfactory, tolerable, bad or intolerable. So there have been surveys of city and county organizations, or individual institutions, or even state systems with no accompanying or subsequent effort to realize the recommendations. In one or another of these classes there have been more than a hundred comprehensive or partial school and educational inquiries. Surveys of a system's finances have been made the basis of intelligent appeals for more or better buildings, for occupational instruction, for increased equipment or teachers' salaries. In recent years, only, have these appeals been state or even county wide; and, for the most part they and the accompanying survey, have been mainly confined to the cities. There is little room for doubt that in some of these, several maybe, real improvement has followed upon the previous investigation,—impersonal, thoroughgoing, with a sincere desire to know the facts and profit by the knowledge. No good, to any of us, could come from invidious comparison of cities that have gained by their examination of conditions and those that have played the duck to the falling water. Because of closed minds

of reactionaries, it may happen that their after state was worse than the former. A survey is worth while only to the degree that its information honestly gathered, intelligently interpreted, and courageously received by those responsible for the administration of the schools, is used with the single purpose to improve the education. Both the investigation and the application of its teachings may be perfunctorily done and an honor to the surveyors nor to the school officials, and influence the teachers not a whit.

All of which is only to say that this new transfer of interest from city schools, or systems at large, to the rural school, and the rural neighborhood that now promises so much may equally come to naught.

It is a hopeful sign of good to come to a much neglected part of our system, and it behooves all who have the vision and influence to hold up the hands of those who are in authority. The city, too, needs the country's prosperity and we are all interested.

In the December, 1919, issue of the News there was a characterization of the campaigning for better schools in South Dakota, by Editor Chamberlain. This was executed under the initiative of the United States Bureau of Education and the stimulating influence of that prince of school reformers, Professor Perry T. Holden, Director of the extension division of the International Harvester Company. Nearly 100 persons shared actively in the movement. It was a whirlwind drive for better schools, better neighborhood conditions, community centers, improved school architecture, consolidated districts, better prepared teachers, longer terms, better equipments, and an aroused public sentiment favorable to a high grade, dis-

tinctly rural education. Several other states have had a like experience. Utah is making preparations for a campaign. California has hundreds of schools of schools whose patrons, teachers and pupils need such stimulus.

Now comes Indiana seeking in its own way to accomplish similar results. This is a State-wide movement conducted by the State Superintendent of public instruction, his deputies and commissioners, with the assistance of public spirited men and women, teachers and laymen, state and county officials, etc. The slogan adopted is "Give the country boy and girl a square deal." Meetings have been held in each of the 13 congressional districts, the several counties carrying on the work and reaching, each by a series of meetings, the several localities. The appeal seems to have met with a hearty response. The principal community needs are being summarized in every district of the state—consolidation of schools, expert sanitation, better trained and adequately paid teachers, suiting the schooling to the needs of the rural life and encouraging youth to adopt and train for the rural interests. Everywhere by chart and demonstration, the Superintendent is driving home the meaning of such statements as the following: "That the per capita cost of the country child is \$18.00; of the city child about three times as much. There are about eight millions of children in the city schools of the United States, and thirteen millions in the country schools." He adds "the rank injustice to the country child is very clear." One fourth of the counties have already held their local meetings, and there is being planned a state-wide conference on rural education at Indiana University, July 12-19.

R. G. B.

EFFECTIVE ORAL ENGLISH—EXTEMPORE METHOD

E. E. GRINNELL

High School, Porterville, California

ALTHOUGH the subject of oral English is attracting wider and wider attention and intenser investigation, the question of how to teach it is still uppermost.

The best method of teaching oral English in the high school is by the Extempore Speaking Method. The Extempore Speaking Method, is the best method, the only completely successful method, because it is the plain, simple, direct path to the desired end.

Among the curiosities of human activity is the fact that the simple obvious thing is so often overlooked and passed by. Mark Twain, on one occasion, observed that the world had threaded the wrong end of the needle for about six thousand years, and that with the threading of the other end, the sewing machine became possible—so the educational world until recently has undertaken the teaching of oral English by all methods but the simple obvious method of Extempore Speaking.

This is in fact a high school problem and it is altogether fitting that from the high school should come the solution—a fact the university indirectly recognized by its attempts to arouse interest in the subject of oral English within the high schools.

By Extempore Speaking is meant speaking from a brief—the brief containing the subject, statement of aim (or object), central idea, sub-ideas and conclusion. The brief is the only written part of the speech, or talk—the remainder to be extemporaneous, but previously thought out as to ideas and illustrative material. The delivery of the speech is to be purely extempore.

In the Porterville high school this method has been in use during the last two years and works like a charm (if any educational method can be said to work in that way). In this school, experience has demonstrated that the earlier in course this extempore work is undertaken the better the results. The best results are obtained by beginning with the freshman class. More advanced work being given the sophomores and juniors—every student being required to take Oral English. The discovery that students take up Extempore Speaking more easily and acquire proficiency more rapidly and surely when started in the freshman year is a fact of the highest practical importance.

The memorized speech method is not even a half success. It is the best the untrained man can do for special occasions but leaves no residuum of power or skill—is a temporary make shift at best. As a school method it is a failure except for a special purpose or occasion.

The written speech to be read later is only a partial success, and as a school method, is unthinkable.

The debate has been faithfully tried out and found sadly wanting—it has failed to arouse general interest within the schools or the public. The old college lyceum, or debating society did produce good speaking power, but the occasional debate has failed to do so.

An illuminating instance occurred lately at the 1919 Tulare County Teachers' Institute at Visalia—the principals of nine high schools formed a county contest debating league, and referred the matter of rules to a section meeting of the English teachers. The English teachers after full informal discussion, passed a motion recommending that an Inter-school Extempore Speaking League be formed instead of a debating league and this recommendation the principals assented to when the matter was put squarely up to them. This league is now in operation.

Many graduates of law schools and theological seminaries have, on leaving their alma mater, dug up by hard licks as a matter of necessity the power to speak extemporaneously. Every successful court lawyer is an extempore speaker, the most successful preachers are extempore speakers, and every political speaker, every stump orator, is an extempore speaker. When this is the method demanded in the world's work, why have not the schools adopted it long ago?

Considered from the view-point of end and means, the extempore is the only practical, the only perfect method. The analysis of the assigned or selected subject in the making of the brief (or outline) requires keen thinking, the subsequent "thinking out" of the brief is also strong logical work, while the oral delivery or expansion of the brief before a group of people at one's feet, requires the use of good English. It is, in short, the one perfect method ever discovered and leaves a residual of power that lasts through all the succeeding years. It is a part of one's educa-

tion that is not forgotten, it is power in action, when needed and it is always needed sooner or later.

It is moreover the easiest method of learning effective oral English, this extempore method, if begun early before habits of sluggish immature thinking and reticence of expression become crystallized.

Here then is the solution of the problem of

effective oral English teaching and training in the high school. For about six thousand years the teaching profession have been threading the wrong end of the needle of oral expression; and now let us thread the other end, the Extempore Speaking end. It has always been a success in the great world of affairs, the world of business. It is the simple obvious method, the one best method, too long overlooked.

A LABORATORY METHOD IN HISTORY AND CITIZENSHIP

OLIVER R. HARTZELL
High School, Tomales, California

EDUCATION must be through mental or physical processes. To be really educational there must be stimulated some mental activity or the muscles must be directed to perform some physical movement. These constitute mental or physical training. To memorize is not to train. To imitate is not to learn. Merely to repeat in parrot fashion or to imitate as an animal may, does not involve thought processes nor muscular training and development. To be educational there must be produced an intelligent, comprehending activity. Independent self-obtained opinions and judgments must be the ultimate goal of education. The accumulation of a mass of facts or the memorizing of authoritative statements or verses is not educational—it may be memory training. What is required is the ability to think, to form judgments, to develop personal opinions and finally the ability to express or to apply them.

How many teachers will explain that they never really understood grammar nor appreciated English literature until they had taught it! Likewise how many fail to comprehend the meaning of history or appreciate the importance of historical facts until they have attempted to present them to others in the class room! To be educated in a subject one must be trained to think in terms of the subject. If these are the common experiences of teachers what must then be said of the value of these subjects as taught to the great mass of pupils who never teach? Are we justified in expecting them to train themselves and shall the school do no more than present the facts? Have the schools failed to give them any real training in these and kindred subjects? Have the pupils generally received such training as to enable them to deduce for themselves any personal opinion or to arrive

at any sound judgment in any given circumstance?

If the study of history is to be of any value in a training for citizenship is it not essential that the student of political phenomena be trained to judge of the importance of given facts as to cause, conditions and probable consequence? To do this should he not have studied history in this light? We have long philosophized on the cause and result method in history and in almost every other subject in the curriculum. But we have usually, in high schools at least, insisted on the student memorizing a mass of facts, dates, battles, political campaigns and constitutional systems and decisions. Of course it is necessary that the student know the facts. These are as essential as tools to the mechanic. But one would never consider a carpenter trained who knew only the names and uses of his tools. The essential thing is practice in using them. So a mass of historical and political facts does not train for citizenship, besides which their study can have no value other than for the curious. What is most needed in citizenship training is a limited number of historical facts, not necessarily a certain prescribed list but a given rather definite number to be chosen by the student according to his interests, experiences and abilities. Our object in studying history is not to know history but to learn from history. We are interested in the past not for the sake of the past but in the interest of the future. Experience teaches; and we can hope to develop our political institutions in no other way.

In Science we have adopted the laboratory method and have developed the subjects along the lines of cause and effect. The teacher of science will never consider a bare statement of facts equivalent to a knowledge of the subject and an understanding of it. The student

is required to observe the phenomena, to account for them and to explain cause and result. The student is taught to perform, observe and deduce. In other words to utilize his acquired knowledge; not merely to store the facts away in his memory. His mind and senses are trained and his judgment developed.

The student of law studies cases, deduces the principle of law and is required to apply it. In mathematics the ability to recite every rule would be no test of a mathematician. The student in geometry who can recite every proposition but fails in attempt to solve original problems does not know geometry. A knowledge of Biological facts without a comprehension of their bearing on the development of the species or their place in the theory of evolution is no mark of the biologist.

In a similar way it can be said that a knowledge of the essential facts in the development of the nations of the world or of the United States in particular without a realization of the relation of these facts to each other and to existing institutions and governments does not constitute a training in history. The student must be taught to observe and to select the important facts, to follow the whims of human nature as it expresses itself through political institutions so that by a similar process he may be able to act as an intelligent individual when exercising his rights and duties of citizenship. History is a light-house erected in the great sea of time. The blind are not led by it and it requires keen insight to read by its faint flickering light.

History can therefore not be properly studied from a text book any more than one could expect to master chemistry by the same method or mathematics without applying the principles to a number of problems. A laboratory course with the history library room as the laboratory and a variety of historical books as the material will constitute the necessary equipment for such a study. The method of study and arrangement of the room will be as different from the average recitation room with its straight rows of desks as the chemistry laboratory differs from it today.

The first essential will be a suitable well lighted room for study, work and discussion; not for recitation. We are not essentially concerned with reciting historical facts; but with their study. The room will be equipped with tables suitable for reading and writing. The material equipment will consist of a collection of history text books, historical encyclopedias,

atlases, memoirs, readings, pictures, copies of original documents, etc., with current magazines dealing with contemporary problems and conditions.

The method will be the laboratory and discussion method. The student will be required to work out certain problems outlined in his history manual. A list of questions can be arranged to constitute his guide together with certain references which he can answer only by studying his sources. These must in many cases be matters of fact but invariably there will be opportunity to bring in questions involving judgment and reasoning. Of course much of this reasoning he will find developed in his texts but the series of facts will lead him to the same conclusion and corroborate his authority in the same way as a chemistry experiment corroborates a statement in the text.

Of course many teachers of history will claim that such a method is exactly what they have been following. In a degree we have all been doing so. However our main purpose has been to teach the facts of history. This is merely a difference in emphasis. Our purpose now is not only to get the facts,—in fact it may be to get fewer facts—but to comprehend these facts and our method differs in that we provide time, suitable environment and equipment to work out the problems of history. Two periods must be allowed for the work as is done in the science laboratory and the work here too must be done under supervision. In short the essence of the plan is supervised study. That is what laboratory work amounts to. The periods devoted to discussion will not be a recitation of historical facts but an intelligent reasoning on the causes and results of political and social movements and the personal qualities of political leaders. A note book will be more essential in such a course than it is in the natural sciences today. In fact our study will be political science and a training for citizenship, and historical facts will be the material.

The demand for training in citizenship today is evidence that we have failed to make the proper use of history in the schools. There is a political need which we hoped to meet by teaching history but thus far we have not succeeded in doing so. In natural sciences the schools have been eminently successful as is evidenced today by the demand for scientifically schooled men and women. But here we have pursued a different method. We have

been training in science and have been merely teaching history. Can we not hope for equal success through training for citizenship by a similar study of history. If the schools are to meet the need of the day our study of his-

tory must resolve itself into a training in political science and citizenship. The light of history must be made to illumine the path into the future.

ENGLISH TO FOREIGNERS AND HOW TO BEGIN IT

RUSH C. FISH

AT the present time the problem of Americanizing the foreigner has attracted the attention of the whole nation and collectively and individually we are trying to solve it. The agitation is good but we need organization and the appropriation of money for salaries commensurate to the vast amount of real work to be done.

Americanization does not necessarily apply to the foreigner alone, nor is he Americanized by simply learning the English language; but our work at the University pertains more particularly to the training of teachers for adult immigrant education, which should be a unit within itself and not an auxiliary to the day and night schools. No matter how altruistic our views may be on the subject the work cannot be carried on successfully through the women's clubs, the Church societies and the benevolent institutions. It is a man to man proposition and something in which sentimentality and condescension play no part; a sort of fifty-fifty proposition whereby we fit the foreigner to give his best service to our country.

Teachers who are especially adapted, interested and trained for the work should be given the responsibility and the proper remuneration for carrying it on. If a day-school teacher performs her duties faithfully she is not in fit condition, either physically or mentally, nor should she be permitted, to labor another two hours at night. Since the education of the adult foreigner is not compulsory this specialized teacher must have the power to interest the individual, to hold his attention, and to create in him a desire to become an American citizen. She must be the one who is able to change evil economic conditions in the home and make the foreigner see wherein he is benefitted by the change; the one who can make something out of nothing; show him how, when and where life's grave problems can be made less complex in his new country.

The author believes that the first steps in Americanizing the foreigner should be estab-

lished by the Government on some such plan as that by which the Indian is educated in the Government schools wherein he receives both vocational and literary training with athletics and social entertainment as well. In this way the energy and potential characteristics for good are conserved and directed into great saving institutions for the Government. Then would be the demand and appreciation for the trained teacher, and she in turn would be able to give her best services as the control of conditions and the supply of comfortable quarters would naturally tend to make her contented.

At any rate the foreigner must sooner or later learn the English language and since we have no one text book at present which meets the demand of every situation, such as that of the railroad camp, the mother's class, the factory class, the mixed night school class, etc., it is expedient that we have some elementary beginning by which the teacher may hold her class interest until she can grasp the situation in its entirety and can determine just what text book or books are needed for that particular situation. For the beginning of the beginners we have found that the "home-made" chart is the most satisfactory tool.

In the making of the chart is required a rubber-stamp printing outfit and a dozen or so sheets of Manila paper of medium thickness about 2 feet by 3 feet in dimensions. The content should be systematically and scientifically planned. It should be utilitarian, simple and practical for a speaking vocabulary and contain such pictures and words as are used in every day life for self preservation. The psychologists have taken the initial step for us in introducing the beautifully colored, interest-holding advertisements which are found in every magazine of the present day. Then by applying our psychology and arranging these pictures so that each page of the chart will contain a unit and a story, no matter what the language may be, the desire for the mechanics and the characters necessary for the reading of the story is created. The unit

must be extremely simple at first and confusion of images must be avoided.

The chart should be analytic inasmuch as the meaning of one page is grasped at a glance; for instance, such units as "Cleanliness," "Fruit Canning," "Washing," "Cooking Utensils," "Garden Tools," etc. Then by deduction the sentences, phrases, and words are introduced by printing some few on the chart and by the use of flash cards and strips made in sets pertaining to the different units. Interesting repetition must play an important part. Accompanying each page of the chart should be a vocabulary or list, for the teacher's use, of all the words and their classifications as they are introduced. This may be made on a small separate sheet and pasted in the upper left hand corner thus enabling the teacher to keep check on the number of words learned in a certain length of time.

The plan should be carried out so that each

individual can teach himself and determine for himself when he has mastered all of the flash-card sentences, phrases and words which belong to the respective page of the chart. With the use of these flash-cards interesting games can be devised, such as "Authors," and also by making a set on which are pasted only the pictures with an accompanying set on which are printed the name words, the game can be played by matching the pictures and their respective name words.

The art rules of spacing, coloring and lettering should be adhered to as strictly as possible. The common name words on the chart are not capitalized as the image should be the same as that which is seen in reading. Capitalization is introduced incidentally.

The ingenious teacher will find an unlimited territory for originality, initiative and invention in the making of these charts.

PHYSICAL EDUCATION—A NATIONAL NECESSITY

HARRY S. ESTCOURT

THE average American is possessed of a strong and smug belief that as a whole people we are rugged and virile. He contentedly pats himself on the back and points to the victories at the Olympic athletic meets and the part his fellow countrymen played in the world war as proof of his contention that physically the American has no superior in the world.

It is true we have developed the greatest athletes in the world and it is also true that the stalwart American did play a wonderful and decisive part in the struggle to wipe Urusianism off the face of the globe. But when the great average is considered in a cold, truth bearing light, the same American will have to confess that we are not, as a people, quite as rugged and virile as he wants to believe.

Those who accept the average man or woman as a fairly able bodied citizen, seldom realize how far below his attainable condition of physical soundness and efficiency he is. It has been established beyond peradventure that thirty-three percent of the men called in the first draft for men in the great war were unfit for service in the army—men in the very best years of their lives; men not broken by years of nerve racking, strenuous activity, but young men who should have been able to meet the physical demands of the highest duty of a male American citizen is called upon to face.

Discouraging as are the figures they do not tell the whole story. Of the men accepted, thousands and thousands were soft and flabby and their condition cost millions of dollars and prolonged the duration of their necessary training many months. The great majority of the men who reached the training camps had to be taught the simplest rules of hygiene, of physical training, diet and even how to walk and breathe properly—things they should have known from boyhood.

A report of the committee on health problems of the National Council of Education states as a conservative estimate derived from many investigations in various localities that three-fourths of the 25,000,000 children in the elementary and secondary schools of our country are suffering from physical defects which are seriously impeding mental and physical development.

Government investigation covering one million workers shows an annual loss for the whole country of about 270,000,000 days on account of illness. This does not by any means reveal the degree of physical impairment. There are millions of people who do not lose a day's work on account of illness, but who work year after year physically below par—billions of days of inefficient or sub-standard work that have never been counted.

These striking figures serve to emphasize

in a most convincing manner our blindness; how unjustified is our smugness, and our failure to appreciate the tremendous importance of physical education in our schools, for it is in the schools and with the children that we must begin to correct the great evil.

France and England have come to realize that physical education is a matter of national necessity. In the new education law in England, abundant provision is made for this form of education. France has a national committee on physical education, which is now studying plans for that country. Our great nation cannot afford to do less. Facing the great problems now before it, the United States cannot fail to realize that behind and beneath all human progress there must be health and bodily vigor among the people.

Physical education for the youth should be a universal matter. The educator finds that physical education is fundamental in two ways. First to insure the health and vitality which will make it possible for the individual to go out in the world and use the knowledge absorbed in the class room; and second, to insure a body with muscles and nerves trained to carry on effectively the ideals, ideas and theoretical plans which may be developed through mental application.

The leading elements in a course of physical education are instruction in health principles, including the inculcation of healthful habits; the organization of scientifically planned health-giving and body-building exercises, and periodic thorough-going physical examinations. The school is, of course, the starting point, for there, with our universal education requirements, we reach practically the entire population in the important years of growth and development.

A program of physical education must provide for both boys and girls and should include all children and youth between six and eighteen years. The physical upbuilding of women is of equal importance with that of men—perhaps of greater importance. The program should extend its benefits to the youth above the compulsory school age by recognition of agencies already organized for doing such work, in whole or in part, and by extension of the continuation school principle to include and secure a program of physical education for children in industry between fourteen and eighteen years of age.

For the purpose of developing an effective working program and securing its application throughout the nation, the United States Commissioner of Education appointed a national committee on physical education composed of leading educators throughout the country. This committee requested the Playground and Recreation Association of America to establish a physical education service. In answer to this request, the National Physical Education Service, which has headquarters in Washington, is spreading throughout the country the best thoughts of the leaders in the field of education. The Service also stimulates Federal and State legislation for compulsory physical education and gives every possible assistance to the states in planning and securing the passage of such legislation. Thirteen states have already made physical education compulsory and it is reasonable to believe that the legislatures of a number of commonwealths will follow suit at their next sessions.

It is a certainty that physical education is bound to make great strides in the next few years. Intelligent citizens are everywhere considering ways and means for the more effective conservation of our national resource in man and woman power. State and city boards of health, boards of education, medical and health societies are recording themselves more and more insistently for the more effective acquisition and for the more thorough conservation of better health. There is no better way to bring the great objective about than by the early training of the young.

It has become clearly evident, proven beyond dispute, that our modern, social and industrial conditions are such that our children can no longer be permitted to grow up without thought being taken for their physical, as well as for their intellectual and spiritual welfare. We must use the public school system as a universal agency for the up-building and strengthening of the future generations, for it is the most effective way possible.

A physical education program wisely administered will raise the positive co-efficiency of the physical life of the nation. It will build morality upon the solid foundation of physical soundness and vitality. It must be recognized as a national responsibility because of its vital relation to national prosperity, national security and the general public welfare.

THRIFT AND CONSERVATION

Report to the National Council of Education by the Committee on Thrift Education
ARTHUR H. CHAMBERLAIN, Chairman

General Statement

THE last report of the Committee on Council was made at the summer Thrift Education to the National meeting at Pittsburg in 1918, almost 20 months ago. At that time the war was reaching its most critical stage. The future of civilization hung in close balance. The entrance of the United States actively into the great conflict, as was seen to be essential to the desired outcome, carried to our people for the first time in their history general understanding of the real significance of thrift. There was brought home the necessity for universal recognition of the application and practice of the thrift principles.

For a decade previous to this time the originators of thrift activities, as embodied in the work of the American Society for Thrift, had with persistence and energy and generosity and clear vision been directing our attention to the dangers into which we, as a people, were drifting, through exaggerated, foolish extravagance and thoughtless waste. And from the beginning of the war this National Council, through the investigations and reports of the Committee on Thrift Education, has been bringing before the school interests of the country, particularly, the larger meanings of thrift—its economic, its social, its physical, its human aspects. Emphasis has been placed on personal or individual thrift, and as well, upon that community and municipal and State and National Thrift without which peoples disintegrate and men decay.

The work of this committee, and that of other organizations and societies and individual efforts has brought, largely through the war incentive, more general understanding that to be effective thrift must be made universal. To this end the school must undertake so to teach the principles of thrift that coming generations will look with approval, rather than with scorn, upon a program of saving, instead of one of waste; of conservation and wise use, instead of destruction and loss; of salvage and protection and rehabilitation and repair, as opposed to human wreckage and the junk pile, and the rubbish heap, and the garbage can.

The Problem

Your committee has had to turn again and again to point need of emphasis upon thrift

in its every-day, broader aspects. The present tendency is to stress unduly one or another special phase of thrift. While these special movements toward thrift may be decidedly worth while, such restriction narrows the field and clouds the vision. This narrowing tendency has been developed and re-inforced through the activities and efforts of numerous societies and organizations, and social agencies and commercial ventures. Much of this work has been well meaning and helpful. Other efforts have been characterized by selfish motives and personal ambition. The very term "thrift" has been twisted and warped and perverted to fit all manner of plans and projects, the sole motive for which has been personal benefit. The efforts of this committee have been in no slight degree directed, through a campaign of education to teachers and public generally, toward impressing the fact that thrift must be understood and practiced, both as an economic measure and as a training for character. In the understanding of your committee, thrift comprehends not merely the making (earning) and saving of money and its proper investment and use. All this is one of the corner stones of the thrift that is to find introduction into the course of study and have general application to the affairs of everyday life. Too much emphasis can hardly be placed upon the financial side; upon savings and investments as fundamental factors in thrift. It may happen that while functioning in terms of social service, results from a given action may be measured in terms of dollars and cents.

For purposes of school instruction, however, there are even more important phases of thrift. There is a thrift of time, a thrift of talents, of energy, of effort, of labor-saving and economy producing, of health and physical being, of moral stamina, of natural resources. The conservation and proper use of all that pertains to the best interests of individuals or society and the elimination of waste everywhere are principles to be universally recognized. The emphasis upon otherwise waste materials must find expression in upkeep and repair; in care of person and property; in housing and protection of tools, utensils, equipment. Salvage there must be, both material and human, and conservation

of soil and water and forest and fuel. We must pass forward to coming generations the results of our legitimate inheritance—not alone our human and social inheritance and achievements, but the inheritance and achievements of the resources of nature.

A primary lesson of the war has been to re-emphasize the fact that to be physically fit, economically safe, and morally sound, our people must not permit themselves to drift back into their extravagant, careless, wasteful, pre-war ways. In the language of Professor Perry G. Holden, "extravagant living, lavish spending, and reckless use of time, are always dangerous and are now criminal." But it must ever be borne in mind that miserly practices are no more to be tolerated than are spendthrift tendencies.

Thrift in Action

What has your committee actually accomplished toward practicalizing thrift in the lives of the people as shown through the results from school and society generally?

Essay Contests

The Thrift Essay Contests for children and adults have started trends of thought that will have their effect from one end of the country to the other. These essays discuss the meaning of and need for thrift, and how it may be introduced into the schools. The lives of successful men and women are studied and their experiences cited to show the value of thrift in the common life of today. The preparation of these essays involves study in history, geography, economics. They connect up with work in composition and English, and create interest in other lines of school work. This interest carries over to the home and involves the family circle in consideration of matters pertaining to the public good—matters which before have been thought to have reference only to the individual. The reality of school and lessons is thus brought home to both pupil and parent.

War-Activity Bulletins

Two bulletins prepared by the Thrift Committee and printed and circulated through co-operation of the American Society for Thrift have done more to carry the subject over from the field of precept into that of practice than have any like publications. These bulletins were in reality studies of the actual work being done by school children. They discussed thrift in action. "Agricultural Preparedness and Food Conservation," the title of the bul-

letin which furnished the basis for our discussions at Portland, showed concretely how food would help win the war and what the schools were doing and could do to assist in producing more food; how there could be greater conservation and proper use without waste; how uncultivated and vacant plots could be made to contribute to the food supply; how the garbage can could be cheated of its daily contributions.

"Reconstruction Through Conservation," a bulletin telling how the war could be financed through thrift, embodied our discussions at Pittsburg. Numerous devices and plans by which boys and girls earned money, and the channels of investment for war security purposes were outlined. There were portions dealing with health and physical fitness through proper sanitation, feeding, and temperate living; how boys and girls were making their contributions through war gardens, canning clubs, preserving and drying fruits and vegetables; salvage of otherwise waste materials; the use of substitutes and by-products; the making of garments for the soldiers and sailors, and the repair and use of worn, but worthy articles of clothing; universal participation in war work activities—these and similar matters received attention.

Time and Effort

No phase of thrift is more important than that of the proper use of time. The waste of spare moments through the period of a life time runs into weeks and months. Lack of application to some worthwhile task results during a long life in the actual loss of years. Concentration upon a problem toward a desired end; the constant "hammering away"; strict attention to the work in hand; the exclusion of minor and unimportant details, with attention focused upon the main issue—these are more certain guarantees of success and satisfaction than are occasional brilliant plays. One of the most important lessons the school must teach is the value of time.

There is, as a result of thrift teaching, a more general recognition of the time element applied to the course of study. The theories of the past 30 years, touching the need for emphasis upon essentials, is for the first time finding somewhat general application in practice. Large masses of material in arithmetic, history, physiology, and other subjects, have, in many schools, been cast aside. Biography, patriotism, civic intelligence, basic knowledge in history and Americanization, are taking the

place of unrelated facts, dates, events, and study of arbitrary periods. Many of those subjects formerly called "special"—the "fads and frills" of education—have been pushed forward into first place. Among the fundamentals we now class music and physical education and home economics and industrial forms of education and supervised play. The war-time emphasis upon thrift, and the "work or fight" idea, has created a sentiment in progressive localities, both in school and out, for individual contribution to the common good. Our problem of how to study is well on the road to solution, through application of the thrift principles, and the recognized need for concentrated effort. Individual talent is given opportunity for expression. There is need for general understanding that the school must drive home the lesson, that while ill-spent money may be regained; lost health may, in part at least, be restored, wasted food may not always result disastrously, that lost time is gone forever. For it there is no substitute.

Health and Physical Fitness

Thrift is essential to national health. In the schools, the camps and cantonments, throughout our army in France and Germany, the need of the strong body has received constant emphasis. There is being felt the influence of proper sanitation, of wholesome food and balanced ration, of right ventilation and lighting and heating, of adequate housing conditions, of good exercise and posture. Those schools now giving proper attention to thrift studies are focusing upon the principles here laid down. Hundreds of men and boys in the army over seas have told us that on return to America they would never again be content to live under conditions such as those surrounding them before the war. Physically fit individuals cannot develop in cramped, dark, damp, poorly ventilated, living and sleeping rooms. Unwholesome water and lack of sanitation are enemies of health. The tooth brush is a great civilizer. Well cooked food makes for strong constitutions. To the school is left the duty, through thrift and Americanization work, of laying emphasis upon proper bathing, walking, breathing. That we may have the strong mind in the strong body, we must build the strong body as the receptacle for the strong mind.

Saving the Waste

During war time, thrift work in school and home made saving dignified. Children knitted sweaters for soldiers, and girls made garments

for their own use. Clothing was renovated and repaired instead of thrown away. Shoes were sent to the cobbler. Our subsequent high prices have aided this movement, while undue extravagance now exists, still, the garbage can requires emptying less frequently than before. Salvage of waste materials had an inning in war time, particularly through the school. The effect is not yet lost. The actual saving from salvage of bottles, bags, paper, rags, cans, string, metals, leather, is shown in figures hardly to be believed. While the extreme need and hence the immediate incentive is gone, there remains a common need and purpose. Channels for the use of by-products, and the value of substitutes have gained foot-hold. There is a healthy sentiment for more intensive production of food stuffs and raw materials; for canning, drying and preserving of staple articles of food. The need for housing of tools, machinery, implements, away from the weather, is taking shape.

Thrift teaching lays emphasis upon simplicity in food and dress. Temperate indulgence in confectionary and gum is advised. Pupils are asked to refrain from over attendance at entertainments and motion picture shows. We have hardly begun to realize our annual losses from forest fires, from soil needlessly carried to the sea, from waste of water from leaking pipes or that might be stored for use, from unproductive lands only awaiting the civilizing touch.

Thrift as a Financial Asset

The earning of money should be made the duty of every boy and girl. The child in school should be taught to save. Of even greater importance it is that each child should be taught to invest properly, and to buy intelligently. A knowledge of relative values in buying is essential to right thrift practices. The school savings bank, the thrift stamp, the war savings stamp, the securities offered by the Savings Division of the Treasury Department, all are valuable channels for saving and investment. To say that emphasis upon money saving and investing is not the chief or only issue in thrift education is in no way to belittle the value of the money side of thrift. It is misunderstanding of the real principles of thrift that called forth the following statement from one of our foremost leaders in education. He says: "Let us have in schools a definite course in thrift, and let it be largely a course in money economy." Note instead

the word of a philanthropist and banker, Mr. S. W. Straus, in his introduction to one of the recent books on thrift: "Works," he says, "which set forth thrift merely as a money saving practice, are not likely to do a great amount of good, for it is just as necessary to understand intelligent spending as it is to know the value of intelligent saving."

Summary

In these days of high prices and extravagant tendencies every effort should be made to earn, and invest, and save. Economic prosperity depends more often on the disposition of the income than on the amount of the income or salary received. Every child should early start a bank account, should be made responsible for earning something and should become familiar with simple business practices. A thrift program at school and at home involves the adoption and use of a budget system, both for individual and home. In no better way can there be spread intelligent thrift habits than by wise spending, judicious investment and daily use of the budget.

This Council has the distinction of initiating, through its Committee on Thrift Education, the plan of introducing thrift teaching into the schools of the nation. On August 16, 1915, the Congress for Thrift in session at the

Panama Pacific International Exposition, appointed a committee to take up at the N. E. A. the matter of systematic thrift instruction in the school. Your thrift committee was then appointed. Thrift, therefore, in any of its forms, and wherever appearing, and under whatever auspices, has followed the lead of this present movement.

Your committee is now at work upon detailed plans for a complete system of thrift teaching in the schools. It is planned to have the matter presented before teachers' institutes and educational associations, and to be taught in teachers' courses at summer sessions. We are just now entering upon a period when we are to reap the benefits of our several years of study and investigation. It is hoped to soon have in readiness a complete series of thrift literature for class use in all grades. Already a number of books have been issued and others are in preparation. The members of this body are earnestly requested to use every effort possible toward bringing not only the **why** but the **what** and the **how** of thrift teaching before the schools of the country. Council members will, we are sure, be ready at an early date to respond with such information as may be asked for by the committee, thus to aid in furthering the cause of thrift education in the United States.

NATION-WIDE CRUSADE FOR HUMAN ENGINEERS

This extract from the March N. E. A. Bulletin is an admirable statement of the broad significance of the current educational drive.—Editor.

Teachers are experts in human engineering. Great business concerns have gladly paid high professional fees for the services of mechanical, electrical, or other engineers. The Great War exalted the profession of engineering. Most of all, it emphasized as never before the value of education in a democracy. Training men, directing them, and knowing how to get the most from them was the problem of "human engineering" which transcended all other engineering problems. In a democracy, education is the big word for human engineering and teacher is the big word for the human engineer.

Since the Great War has so greatly exalted the calling of the human engineer, it is but natural that there is a deep-seated and greatly increasing demand throughout the country for adequate recognition of our experts in this line of work. Better salaries for teachers, permanent tenure and certain promotion for the deserving, better teaching conditions, and a finer appreciation of the true meaning of education, are to be among the immediate results of the present nation-wide crusade in behalf of democracy's expert human engineers.

A DEAN FOR HIGH SCHOOL GIRLS

S. Allen Clark, Dean of Girls Analy Union High School, Sebastopol, Cal.

HERE was established this year at Analy Union High School, Sebastopol, Cal., the office of "Dean of Girls." The purpose of this new appointment was to provide a means by which the interests of the girls in the school could be more effectively furthered and by which we could graduate a class of girls a hundred per cent efficient not merely as wage earners but as American women and home-makers. Experience had shown that what was everyone's business was usually nobody's and that the average teacher, often more than busy with her regular class work, had neither the time, nor, in some instances, the inclination to attend to individual cases, with the result that failures in work or hysteria and nervousness in the class room received little or no attention. All of which was neither to the interest of the pupil or the school.

The woman in charge of this work at Analy combines the duties of Dean with those of Physical Director, which is an excellent arrangement wherever the size of the school permits. There is no better place to become acquainted with the girls than in the give and take of play on an athletic field; where free from the proverbial classroom restraint they are more nearly themselves than at any other time.

The duties and opportunities for real service in such a position are practically unlimited. Some time during the first few days of school the Dean meets the Freshman girls and gives them an idea of what is expected of them as high school students and makes them acquainted with the general routine of the school. She then consults with all the girls in regard to their courses of study and sees that they are working along lines best suited to their desires and ability, and in cases of failure, correct the trouble. This plan is accomplished in several ways, the first move being made from the point of view of physical condition. Each girl on entering school undergoes a thorough examination and a constant watch is kept upon her physical condition, especially in regard to weight, habits and general nervous condition, all of which are carefully checked every month. An earnest effort is made through the history card included in this examination to ascertain the home environment of the child and fre-

quent conferences are held with parents either voluntarily, or by the request of the Dean who in this case adds the duties of school nurse to those already mentioned. These conferences have been of great value from the point of view of both the parent and the teacher, and so far there has been an unusually intelligent and sympathetic response on the part of the parents towards this work. The school doctor, a permanent attachment to the department, is also a great factor in the maintenance of general and individual health in the school and frequent calls are received from him or from some family physician who has the interest of the girls at heart. A rest-room and complete First Aid equipment have also been added to the department this year and are constantly used to the limit of their capacity, especially in the care of hysterical or nervous girls. Cases of this kind which result so frequently nowadays in nervous break-downs are carefully treated in their early stages and often prevent the increase of more serious disorders. The girls take a great interest in all this health work and we are frequently in receipt of letters from older girls asking us for advice or to look up some of their records for them. It will be seen, I think, from this short account that the basis of the entire scheme is "Preventive Medicine."

The actual class work is checked by weekly reports for the teachers in a few cases and by monthly deficiency reports for the entire school. No girl is allowed to go below an average grade without immediate and strenuous investigation of her case. Attendance is also handled by the Dean in an effort to eliminate all unnecessary absence or that due to illness among the girls themselves.

The administrative plan used in the Physical Education Department is the one proposed by Dr. Hetherington and is a great help in carrying on this work among the girls. It consists in part of a group of twelve girls chosen from the upper classes for their ability as athletes, leaders and for their general good standing in the school. Each of these "corporals" as we call them, for we are still organized on a military basis, is responsible for a group of from fifteen to twenty-five girls. She leads their play on the Athletic field when the director cannot be there and is responsible in a general way for their conduct about the building, answering questions, giving advice and helping them whenever possible. Since the Dean cannot be everywhere at once she uses

these girls as a means of keeping in constant touch with every student and of helping to mold school spirit and popular opinion. An hour or two each day is set aside for conference at which time any girl is made welcome at the office whether she comes on business or just for a little friendly chat. The girls take advantage of this time and the door to the Dean's office is kept busily swinging whenever she is "at home." Besides her routine office hours she meets the girls in many other ways as chaperon for social affairs, at all school functions and at her regular monthly "at home" given each class in turn. The keynote of this phase of the work being the intimate and friendly relation established between the Dean and her girls. Real cases of discipline are very rare, in fact, practically unknown. There are, however, some few individual differences between teachers and pupils, between individual pupils or perhaps troubles at home reacting on the school work. These are all handled by the Dean with a final reference to the principal in serious cases and are usually quite easily adjusted. Just little daily annoyances, if attended to at once, soon disappear, but when neglected soon develop into real problems.

No religious advice of any kind is given by the Dean except that furnished by personal example or by talks with individual girls who voluntarily seek help in these matters. The mothers as well as the girls seem to appreciate the opportunity for a little talk now and then with some one who they think understands their problem and an effort is always made to help the mother in whatever her particular child's problem may be.

AN HONOR SCHOLARSHIP SOCIETY

Charles F. Seymour

Head of Dept. of Social Sciences, Long Beach Polytechnic H. S.

IT is not so long ago that scholarship was popularly identified with narrow-chested, pale-faced, goggle-eyed bookishness, all innocent of the outside world of living things. Today, people are coming to understand it to be primarily a broad-shouldered, up-standing, wholesome intelligence concerning men and events and that seeks mastery of the problems of present day interest. A student organization setting this conception for its ideals provides the text for this article—An Honor Scholarship Society.

At the last annual session of the California High School Teachers' Association, Mr. Richard H. Piatt, San Luis Obispo, presented a paper upon the subject as worded in the caption, a digest of which appeared in the special summer edition of the Sierra Educational News. To those who heard that paper or read the condensed printed report, the following will not be entirely new.

Eight years ago, there was organized in Long Beach Polytechnic High School an Honor Scholarship Society, with the object in view of providing attractive incentives to student attainment. The organization was planned on broad democratic lines. Large recognition was made of the fact that scholarship consists of something more than proficiency in book learning alone. While fundamental and proper emphasis upon class-room work was preserved, excellence of attainment in the incidental student activities was given the recognition it deserved. And, to render more concrete, those generally etherealized honors which appertain to scholarship, and to provide a humanizing social interest, a scholarship pin and seal were devised, and a society, composed of students meeting the prescribed standard, was called into being.

In brief, the plan is as follows: Nine points are required for Freshmen and ten for upper classmen, in order to acquire membership. Seven of these points must be gained in class-room studies. The others may be made in outside activities, such as debating, dramatics, athletics, student body service, etc. Membership continues during the quarter succeeding the one in which the requisite points were made. In reckoning these, an A grade in a unit subject counts three, and a B grade counts one. Fractional units are in proportion. If no grade is below B, an extra point is awarded. Possible points for outside activities are clearly specified. To illustrate, membership upon an interscholastic debating team credits three points. Two points may be won in athletics—one for membership on a team, and one for faithfulness in practice, the latter to be awarded upon the recommendation of the coach.

The names of scholarship students are posted quarterly in the scholarship bulletin case, and the list is printed in student and city publications. Each half-year, gold pins are publicly presented to those meriting them. Students maintaining membership during eight quarters by the end of the Junior year, nine

quarters by the middle of the Senior year, or ten quarters by the end of the Senior year, receive the pin. All those maintaining membership during ten quarters, two of which have occurred during the Senior year, receive, upon their diplomas and university credentials, an embossed seal.

The group of students thus composed have their own student organization, with regular meetings and elected officers. A modicum of social life is provided, through entertainments. A leading feature of the Commencement season is a scholarship banquet, around which centers not a little interest and enjoyment.

Such, in brief, is the Long Beach plan. Much interest has recently been elicited from other high schools, which is the reason for this article.

The organization above described has several distinctive merits. (1) It is democratic, being open to all students, and not dependent upon faculty selection. (2) It is broad, in that all sorts of worth-while student activities are recognized as having educative value. (3) It is safe, because primary emphasis upon classroom work is retained. (4) It is concrete, in that definite awards are conferred. (5) It is humanizing, providing, as it does, a measure of social interest, which operates as a common bond of sympathy.

I suppose every high school of any consequence has some particular scheme by which incentives are offered to scholarship. Why should we not get together upon a fusion platform, and create an organization co-extensive with the secondary school system of the state, and with common symbol, analogous to Phi Beta Kappa, but with more democratic prescription? What an honor it would be to wear a scholarship pin recognized throughout the state as standing for something; and what an incentive to have one's diploma embossed with such a seal. In fact, as an interested correspondent suggested, the ultimate aim should be nation-wide organization.

This kind of an organization, uniform in essentials, might allow latitude for minor local differences. And, of course, any such plan, when worked out, would likely be the result of many compromises. Why not proceed to the accomplishment? It is wholly possible. The writer has here presented the Long Beach plan—An Honor Scholarship Society—as a working basis, at least, for such a get-together movement.

THE COUNTRY SCHOOL

Mrs. Edith Granger Hawkes
Fulton, California

THE country schools of California are probably little if any different from those in any other state. The present criticism, therefore, is not directed against California country schools as such, but against the entire system, for, except in isolated instances, the remarkable advance made in city schools is not participated in by country schools at all. A new building may be built occasionally, with such modern improvements as the Trustees know about or the district can afford. The same old desks are likely to remain, even then, and generally, the same old ways, even though the course of study is the prescribed one, and the books in reasonably good condition.

The younger teachers, fresh from the state normal schools or the university, doubtless begin their teaching with much enthusiasm, and with every intention of putting into practice all they have learned. But watch them toward the end of the school year, then during the succeeding years; note their enthusiasm wane. Even Institute—or vacation—cannot restore all their energy and courage.

If you are a teacher in a normal school, or in a city school where you have but one grade, divided into two classes probably—if you have never taught in a country school, try to imagine yourself in the place of a country school teacher. In the two-room school she has four grades. In the one-room school she has eight grades. I know at least one teacher who has nine. That means from twenty to forty or more recitations a day, if all classes are heard in their lessons each day. As a matter of fact, this is often a human impossibility. The natural result is that certain recitations are heard two or three days a week, certain others on the alternate days. Now, no great blame can be attached to the teacher for this. Time will not stand still, and the school day has its stipulated length. But, and here is where my complaint as a parent comes in, my child—or any other—having to do a required amount of work to make a grade, and obliged to do in two or three recitations what otherwise would be divided among five, must have longer lessons than he can do correctly in the given time. He hastens to get his problems, say, finished at the end of the hour, and the result is likely to be slipshod work. Or, he

has to stay in at recess, and lose the air and exercise he needs for the rest of the session.

Another evil of these mixed rooms is having the work of a more advanced grade before a child. It stimulates, yes, if the child is clever and ambitious, but my experience is that it causes the child to neglect the necessary work of the present for what seems more desirable beyond.

A third criticism must be directed toward the lack of playground supervision. It seems to be the exceptional teacher who is willing to give up her recesses and noon-hours to being out on the ground with the children. The children love to have their teacher with them at such times, when she lays aside her dignity (though not her authority) and joins in their play. She is able to suggest suitable games for different groups, and to see that none are neglected or shoved aside. When she is not there, too often the little ones, who do not know the games, are roughly pushed out of the way. Too often a quarrel starts among the boys, and the girls stand around to watch, hearing frequently language unfit for a child's ears. Too often the older boys usurp the "girls' side," if they happen to like it better. Then often as a result of these conditions, there grows up in the school the "tattle tale" spirit. "I'll tell teacher" has no cause for being spoken where the teacher sees all that happens. The tell-tale habit is an evil one, that ought to be suppressed. Nevertheless, if the teacher does not see, the children often feel that it is the only way to get their rights.

Incidentally, it is quite probable that the spirit fostered by proper playground supervision would make itself felt on the homeward walk, where, as things are now, rough boys push girls from their bicycles, throw stones at girls and smaller boys, try to force the weaker boys to kiss the little girls, and use language they ought not even to know.

Fourthly, there is the spirit and attitude of the teacher. My remarks are not meant as mere grumbling fault-finding. My sympathy for the teacher is very great. One child frequently causes even the most devoted and even-tempered parent to lose his or her patience. It is quite easy to conceive that forty of them would, during the course of successive days, make a teacher irritable, sarcastic, cross—especially if these forty have to be divided into numberless little groups or classes, each group doing something different.

Nevertheless, there is my child who must be considered. Children, it is conceded, are born mimics, and when a child plays school at home, as most bright-witted children do more or less, and in speaking of imaginary pupils, is sharp-spoken and impatient, it needs no questioning of the child to know that the teacher is being copied. The effect on the child's mind and spirit is not good, to say the least.

So much for the mental and moral features. A further criticism must be directed against the sanitary arrangements in the average country school. These are generally atrocious. Even when a new building brings with it a new sanitary toilet, it frequently gets out of order and is neglected. Often in the hot weather there is little or no water for drinking or washing. These things, as well as the wretched condition of the yards, while they should be reported by the teachers, lie in the hands of the trustees to remedy. Country school trustees are generally farmers. Occasionally, one is a progressive and educated man. Generally speaking, the trustees are not so well educated, to put it mildly, as they hope their children will be. Lack of education usually—not always—means the narrow vision that refuses improvements because they cost money, or because the trustees, perhaps well-meaning enough, yet, on account of their ignorance, "can't see any use in 'em." Always, these farmer trustees are busy men, who begrudge or cannot afford the time necessary for looking after the school properly. Often, the best men for the place are not chosen or will not accept the position.

What are the remedies for these conditions? Two, to my mind, stand out. One is the consolidated school, for which your editors have frequently contended. The consolidated school would eliminate so many of the present evils that it would seem as if the remedy should be accepted eagerly without a question. Such a school, uniting several small schools, except where, because of isolation, this is impossible, could be placed almost if not quite on a par with city schools. Proper grading, up-to-date equipment, inside and out, adequate sanitation and ventilation, a modern and well-chosen library, suitable seating, at least one teacher especially trained for playground supervision, and all the teachers limited to one, or at the most, two grades.

The other necessity, in my opinion, is to do away with the present system of school trus-

tees, and have the country schools all managed from the top, just as the city schools are. The county superintendent would naturally need more assistants or deputies, but these would be trained men or women, who would give their whole time to the work, not, as in the case of the present trustees, a few minutes or hours snatched from already over-crowded days.

Until this arrangement can be reached, it would be better to have at least two of the trustees women, and the electors ought to see that the trustees chosen are the best educated, the broadest-minded and the most energetic individuals in the district. Where former teachers can be obtained, so much the better, because they have from the beginning a substantial understanding of the problems to be handled. Moreover, such persons, whether they have children or not, should be willing to serve for the benefit of the community.

Such a campaign as has been conducted recently in South Dakota could with advantage be undertaken in California, with consolidated schools wherever possible as the main object in view.

In this wonderful state, where people from every part of the country seem eventually to land, so great a majority of them seeking ranch-homes, what greater attraction could they find than a system of modern, graded schools spread all over the farming country?

LETTER FROM ARMENIA

Miss Blanche Mills

[A letter received by Mrs. Job Wood, Jr., from her cousin, Miss Blanche Mills, who left Oakland last March as a member of the Near East Relief Committee. Miss Mills is now in Erivan, the capitol of Armenia and her letter bears the date of September the 18th, 1919. Miss Mills will be remembered by many persons about the Bay as a former Oakland teacher.—Editor.]

I ARRIVED in this capitol city of Armenia three weeks ago. You would like to know to what God forsaken part of this sphere I have now been consigned by the powers that be. Look at the map of Europe between the Caspian and the Black Seas. Put your finger on Tiflis just three hundred miles, or half way between. Now run your finger along south of Tiflis just two hundred miles and you will see, if your field glasses are strong enough, a city of ruined white brick walls. It's the most

desolate spot I ever saw or ever expect to see.

We came here in our box car very comfortably, eating the most luscious melons and grapes bought at the different stations along the way. Dr. Usher, a missionary, met us at the station with a Ford van and drove us (my interpreter, Miss Pahlavouin, and myself) to the town, one and a half miles from the station. It was intensely hot but cooler than in Tiflis. They have here the most delicious cold water and lots of it. When I think of the muddy water that we were compelled to use for bath in Tiflis, I pity myself. Now, I have a shower bath three times a day. On arrival here, I was ushered into an upper flat of a big grey stone house. We have a long room with a piano, rugs (one of them mine), a large dining room, four bedrooms and a most delightful wide porch running around the two rear sides of the house. I am going to move my couch to the porch. I like sleeping there for it gives a wonderful view of Mt. Ararat. I have tried and tried and now think I have found the dent where the ark rested. Nearly every morning we see a fresh fall of snow on big Ararat and this morning even the smallest peak was covered.

Of course, like all new comers, as soon as I came here I tried to get up a party to climb the mountains but I soon found that impossible. It seems there was a party of one hundred who began the ascent in 1914 and thirty of them lost their lives in the attempt. The mountain is barren rising from a plain and there is no distinct trail on its very, very steep side. Just now the Turks in the villages at the base are on the warpath so it is not safe to go near without an armed force of at least one hundred. We are a happy family. There are five American girls of us and three American men besides Dr. and Mrs. Spoer, missionaries. Also Dr. Usher who has just gone on a dangerous trip into Turkey to try to help pacify the Turks and keep them from raiding the Armenian villages. I hope he returns safely for he is a splendid man.

They have asked me to take charge of the mess. It takes some managing to order a variety for three meals a day for from twelve to sixteen people. You asked what I am doing here. Well, I have been given charge of nine orphanages, containing in all about 2,000 orphans. I visit two every day, look after their food, cleanliness, clothing, health, scabies or

itch, bedbugs, lice or vermin. It sometimes turns my stomach. One of the worst sights I ever saw was a dear little blue-eyed, fair haired boy who was brought in screaming with pain at the back of his neck. He had great large sores covering his legs. On examining his neck, I found white maggots squirming around. It made me heartsick. We immediately treated him putting on kerosene which brought out the maggots and then applied iodine. That was three days ago. The little fellow came in today to show me his legs and neck; he seemed so happy for the sores are all healing. Here it's a constant fight with bedbugs. They are in every hole, crack and crevice of the wall. The only way we can keep ahead of them is to smoke them out daily.

I want to tell you of a ride we took last Saturday night with Major Halloway. He took us out some twenty miles in a Ford machine to see one of our workers who has been dangerously ill with fever. It was dusk and getting darker and darker as we sped along the way. There were high stone walls on either side enclosing vineyards of lovely grapes, then stray houses, then open plains with old Ararat always on our left as a tall silent sentinel. The Major had just told us of these Turkish villages from which Turks came out at night and held up any wayfarer along the way, stole what they had and if he was an Armenian or offered any resistance, they would shoot him, when bang went a bullet on our right. Quickly the Major said, "Duck low." For three minutes we hardly knew where we were, when he said, "All right." I said "What was it?" He said, "Didn't you hear or see that bright flash? It was a shot meant for us but went wild." The day before, he had been shot at eleven times. It was some thrilling ride. Monday morning, I got up very early, took one of the village horses, rode all about the town, visiting the hospitals, orphanages and refugee camps. Just two days before, our workers at Igdit, a town twenty-five miles away, had heard the boom of the Turkish guns approaching the town. The town bells rang, then a man ran from house to house calling the people up. Then from 11 o'clock until 6 next morning, one of our workers joined the procession fleeing from the town. Miss Knox, another of our workers, stood at one of the windows and watched the procession of men, women and children on horses, donkeys and in ox carts and on foot, wind silently and

mournfully out of town and trudge through the moonlight out to Etchninadzin, twenty-five miles away.

As soon as our men here received the word, they started with cars, trucks, American guns and flags to meet them; but when they reached the latter place, nearly all our orphans had left the orphanage. Even the sick ones trying to walk. All but twenty-two walked twenty miles the first day, slept under the stars and arrived at the big monastery at Etchninadzin, where I saw them on Sunday. Many of the Armenians nurses and workers carried sick children on their backs, leaving all their own earthly possessions behind. Our cars picked up the sick and lame along the road always wishing we had more room. One woman we picked up had her thumb shot off, as she was holding the baby, the same shot mangling the baby's arm. Poor frightened woman! She hid with her baby in the mud in the river in order to escape. The dreadful misery and disease is appalling. We are feeding 8000 orphans in Erivan and many more refugees. Sometimes I wish you were here to help with this wonderful work. Then I am, oh so glad, to know you are safe in sunny California."

A DREAM COMING TRUE

Mary Ellis Robinson
Fresno High School

IN the November issue of School Science and Mathematics is an article headed, "A Flu Dream in Mathematics" by Wm. A. Austin, head of the department of mathematics in Fresno High School and Junior College.

According to this article the author had a dream during the Flu epidemic last year. In this dream he visited a large high school and stepped into a class in geometry to observe the work. Like many dreams this one had a foundation in real experience. For some time previous to this year Mr. Austin and his corps of teachers have been making a careful study of the teaching of geometry. They have been experimenting freely in the methods outlined in this dream, and this year in all beginning classes the scheme is, so far as possible, being carried out.

This dream is coming true. In fact it is a dream no longer. It is a reality in Fresno High School. The plan is simple and the results are very satisfactory.

There is a room equipped especially for this work. The ordinary desks have been replaced

by large drawing tables. Pupils sit in chairs about these tables. Each table accommodates six pupils. Each student has access to a drawer containing for his use a drawing board, a T-square, a triangle, a protractor, a ruler and scale, a compass, and a "Manual of Plane Geometry." Each pupil provides himself with a folder containing a fair quality of drawing paper. A large filing cabinet is also placed in the room in which pupils may file their drawings.

The student studies the directions given in the manual and according to these directions prepares a set of plates. Each plate is 9 x 12 inches. These plates are made with sharp pencils. A few students are inking their drawings. Pupils are not expected to make their plates like those constructed in geometric drawing classes. The idea is to learn geometry by making geometric figures and studying them. Definitions of geometric figures are developed on a plate. For example, the definitions of the various kinds of triangles are obtained on a plate. The student is directed by the manual to construct a triangle according to specific conditions. After the triangle is constructed his attention is again called to the conditions of construction. He is then given the name of the triangle and its definition. The name and definition are written on the plate under the drawing.

Other plates contain theorems and corollaries. For example: the Manual directs the student to draw any circle and draw from an external point two secants to the circle. His attention is called to two arcs cut out by the angle formed by these two secants. Radii are drawn forming the two central angles standing on these arcs. A tangent and a secant are drawn from an external point to a second circle. Two intersecting tangents are drawn to a third circle. In each of the three drawings the pupil is directed to measure three certain angles, to take one-half the difference of the two central angles, and to compare the result with the angle formed by the two intersecting lines. By the time the pupil makes these measurements and calculations in each case a general truth will dawn upon him. His attention is then directed to the kinds of lines forming these angles. A statement of the general truth in the form of a theorem follows. The student is now directed in producing the ordinary geometric proof of this theorem. In addition to the statement of his measurements and calculations the student writes out the

entire proof of the theorem and the statement of the theorem on the plate.

Exercises for numerical or algebraic calculation, for construction, or for demonstration are given after each plate or after a few plates. These exercises are prepared by the student on what are called exercise plates. The student receives little or no assistance from the Manual in preparing these exercises. About 36 plates are required of each student each semester. The individual strength of the pupil is determined by his production of exercise plates.

The Manual used by our students is being worked out in detail and prepared by Mr. Austin. It appears in the form of mimeograph copies. To assist students in making plates Mr. Austin has made a set of plates as directed by the Manual. This set of plates is placed upon the board to be seen and studied by pupils. In addition to the thought and labor given to this class by the head of the department, six different teachers who teach the six classes in this subject are combining their best efforts in making the plan a success.

The old type recitation has almost disappeared. The recitation is informal much of the time, and if there is a little noise it all comes from the fact that students are busy with their work. Small groups of students, say the students at one table, may be seen in a formal recitation. The teacher, however, is usually occupied the entire period in answering questions which pupils ask her about the work and in giving help to individuals or to small groups. A visitor to one of these classes will not see pupils seated in perfect order and at strict attention thinking in unison. Students will not be seen standing and reciting meaningless words committed to memory. No pupil will be at the board pointing haphazardly at a drawing and mumbling over stuff which has no meaning to him. There will be no teacher laboring through a visionary theorem or trying to pump geometry out of pupils. There will be no teacher sitting behind a desk with an eagle eye on every culprit, asking questions no one can answer intelligently. One may see, however, a pupil standing by a drawing accurately constructed on the board and talking in a systematic manner about the proposition in a manner which makes one think that he knows just what he is talking about. After a student has made a construction carefully and accurately on a plate and made a study of the proposition as directed by the

manual, one can imagine that he should be able to talk intelligently about it.

Even if the classes are now being conducted under several adverse conditions, the results of our efforts are quite satisfactory. Students this year are showing a greater interest in geometry than they have ever shown before. They are really enjoying their work. Every evening after school hours the room is usually full of students who have come in from choice to put in extra time on their plates. Frequently pupils remain until dark. Never was such a thing known before. The work appeals to them because they can see what they are doing. To many students the constructions are fascinating, and they take pride in the neatness and accuracy of their drawings. Boys and girls of high school age are happiest when they are doing things with their muscles. Some of us who have been in this business of teaching several years are coming to realize that one can reach a pupil's mind more effectively through the avenue of his muscles than through the eye, ear, or understanding.

Not only are students enthusiastic over the work they are required to do, but the teachers and school authorities heartily approve of the scheme. Our principal and superintendent were not only willing for us to introduce the plan but they were anxious to see it in operation. And judging from the inquiries received from educators of the state the plan seems to be meeting with approval everywhere.

This method of teaching geometry appeals especially to the educators who are promoting the ideas of vocational training. All educators these days are directing their efforts along vocational lines, and the teacher of any subject must defend his work by its usefulness to the pupil. This plan of presenting geometry makes this subject fulfill very satisfactorily the requirements of the new movement in education, for it makes geometry concrete, practical, and useful.

The teacher who teaches in the everyday conduct of her school that ignorance, greed and indolence are conducive to Bolshevism; and that industry, education, honesty, self-reliance, observance of the rights of others, and willingness to obey law and order are the path to true success—such teacher is teaching true Americanism.—C. N. Kendall.

CALIFORNIA TEACHERS' ASSOCIATION SCIENCE SECTION

G. C. Barton, Berkeley

To teachers and administrators:

ARE you interested in the extension and improvement of science teaching in the schools? Are you enough interested to cooperate with others in constructive effort on the science problem? If so, we ask you to become a member of the reorganized Science Section of the California Teachers' Association, Bay Section.

As now constituted, the Science Section is not limited in its membership to teachers of science. It wishes to enroll for active participation in its work any teacher or administrator who feels sufficiently concerned with the science problem to assist in solving it.

There is a growing conviction that the specialized sciences of the high school are not enough, that a general science course in the ninth year does not reach the many pupils who should be reached and that we must find a way to realize more fully the educational possibilities of science in the training of boys and girls. There are serious obstacles to be overcome. The curriculum is already crowded; properly trained teachers are not available; school authorities are uncertain as to what should be undertaken and have failed in many localities to see that anything is really needed; suggestive outlines for science teaching in elementary and intermediate schools are not plentiful. High school teachers of science have concerned themselves but little with the science problem below the high school and have had, in most of the states, no general organization to crystallize opinion or promote concerted effort. There is need for a period of constructive endeavor in which teachers and administrators as representative groups combine their knowledge and experience in devising ways and means to improve the situation.

To serve the schools in this particular is the aim of the reorganized Science Section. It hopes to be representative in its membership, constructive in its activities and organized for continuous work. If you can subscribe to such a program, we shall be pleased to have your name on our roll. Application should be made to the secretary of the section, Miss Hattie D. F. Haub, Technical High School, Oakland, Cal.

PLAN FOR ADVISORY COUNCIL IN SAN FRANCISCO

PURPOSE:—To provide a means of recording the expression of opinion of the men and women of experience and judgment who come closest to the problems affecting the schools, the children and the teachers.

To furnish information and the opinions of the teaching staff upon questions submitted by the Board of Education, the Superintendent of Schools or initiated by the Council.

For the introduction of recommendations concerning any of the problems affecting the welfare of the schools.

To establish and expedite means of communication between the teaching body and the Administration.

To secure a more active participation of the teachers in the professional direction of the schools.

To foster a spirit of dignity and responsibility in the teaching staff by employing its experience and judgment in the formation of school policies.

Formation:—This Council shall be a non-partisan, representative, delegate body.

Representation shall be apportioned among Elementary Teachers, High School Teachers, and Principals in the ratio of one delegate to each fifty members or fractional part thereof.

Each group shall select its own representatives.

Delegates shall be elected by ballot, annually, at the regular session of the County Institute.

No delegate shall serve for more than three successive terms.

Operation:—At the first meeting after election the Council shall elect its President and Secretary and organize its order of business.

All matters brought before the Council shall be considered in public conference and the necessary channels provided through which the findings and conclusions of the Council may be presented to the proper authorities and the disposition of these findings and conclusions brought back to the teaching body.

All Council committees shall be composed of members of the Council.

Topics for consideration should include

courses of study, text-books, home work, promotion and retardation, part time sessions, school records and clerical work, ratings of teachers, absence deductions, and the sabbatical year.

The foregoing plan for an Advisory Council submitted by the Legislative Committee after a year and a half of investigation and study, and approved by the members of the Grade Teachers' Association at the semi-annual general meeting, has in it some points which it might be well to emphasize.

The Council it provides is not a soviet for it has no authority beyond that implied in its name and it may be brought into existence only by the act of the Administration which alone has the power to ask or receive its counsel.

It is in the interest of harmony for it ignores all organizations of teachers and makes the basis of the Council the entire teaching body as brought together by law under the supervision of the Superintendent in the County Institute.

It can in no possible manner be construed as an attack or criticism of any person now holding office in any organization for all organizations will have had an election of officers before it can become effective.

In its representation is apportioned according to the number in each group. Through this some groups may be entitled to a greater representation than others but this should give no uneasiness. The work of the Council is advisory only, and, in case of disagreement, a minority report may be presented. The responsibility of action is never with the Council. That remains with the regularly constituted administrative authorities.

This plan was submitted because it conformed to the general principles underlying the idea of the Advisory Council and also because it is felt that this type of Council might bring about a better understanding and co-operation throughout the teaching body.

What about the present organizations if such a Council should be created? Well, they might lay aside their attitudes of suspicion and belligerency, proceed along the lines for which they were organized, and incidentally bring to the attention of the Department, those teachers qualified for service in the Council.

MARY F. MOONEY,
Grade Teachers' Bulletin.

SCHOOL COUNCILS

In the recent selection of a Superintendent's Council of ten members, by San Diego teachers, there was formulated the function of such a body in the following terms:

To provide a means of recording the expression of opinion of the men and women of experience and judgment who come closest to the problems affecting the schools, the children and the teachers.

To furnish information and the opinions of the teaching staff upon questions submitted by the board of education, the superintendent of schools or initiated by the council.

For the introduction of recommendations concerning any of the problems affecting the welfare of schools.

To establish and expedite means of communication between the teaching body and the superintendent.

To secure a more active participation of the teachers in the professional direction of the schools.

To foster a spirit of dignity and responsibility in the teaching staff by employing its experience and judgment in the formation of school policies.

Topics for consideration should include courses of study text books, home work, promotion and retardation, part time sessions, truancy and delinquency, school records and clerical work, rating of teachers and absence deductions.

EARLY TRAINING IN CITIZENSHIP

Hon. P. P. Claxton, U. S. Commissioner

SHE problems arising in the reconstruction period demand quite as much devotion to country as those of the war. Conditions of Social unrest can only be settled by justice and right training in citizenship. The kindergarten provides this right training early in life. The hope of our nation lies in our children and all of the 4,300,000 little ones of kindergarten age should have this training which only 500,000 are now receiving.

The democratic kindergarten is the ideal place for first lessons in efficiency, adaptability, and good citizenship. The games teach fair play, honesty and consideration for the rights of others; the patriotic songs and stories sow the seed of love of country; the block building, clay modeling and paper work lay the foundations of the skilled mechanic and teach head and hand to work together.

If more of our neglected little children could have this splendid training in honesty, efficiency and self-control, there would be a tremendous saving of money to the state in the maintenance of reformatories, prisons and asylums. Our park benches contain many pathetic examples of dishonest, inefficient, lawless men whose early years were wasted. What better investment can we make of our time, our money and our effort than to forestall this lamentable result of neglect by early training in honesty, efficiency and adaptability, making citizens who are an asset and not a liability to the state?

Appreciation of the kindergarten is growing, and parents all over the country should work to secure its advantages for their little ones, all of whom are entitled to receive them.

OF SCHOOL SALARIES AND EFFICIENCY

In the San Francisco Examiner of recent dates there have been appearing signed editorials on this and related topics. So pertinent are they that teachers generally should see them. Brief excerpts are made.

"In order that a profession, such as teaching, may rest upon a sound economic basis, there must be, first, opportunity to qualify with reasonable speed and a fair compensation, and, second, opportunity to earn one of the great prizes of the profession."—Nicholas Murray Butler.

"Quite apart from the injustice of compensating so meagerly persons that are performing an important public service for which they have spent years preparing themselves, it is poor economy to degrade in the public esteem a calling vital to the public weal and to advertise the fact that only incompetents are wanted by paying a wage fit only for incompetents."—Arthur Cushman McGiffert.

"There are thousands of towns in the United States which pay a first-class teacher less than \$300 a year. That is less than \$7 a week. And on that \$7 the teacher must dress, eat, live, buy books, keep informed, keep well-bred, keep alive mentally. It is ludicrous that human beings should pay an instructor \$300 a year for taking care of their minds and six times as much for taking care of horses, cows and hogs. And yet this is what they do."—George Stetson Kirkland.

"All intelligent, well trained men are assets to any community. Education is and should continue to be an investment of society to insure progress. Funds for education should be fixed charges on the going concerns of all humanity, and that community which skimps on its overhead charge for purposes of education is more foolish than the business man who sets aside no funds to replace depreciation in his plant and who carries no insurance."—Sidney E. Mezes.

UNIONIZING OF TEACHERS

THE union movement has spread apace; New York to Los Angeles, from St. Paul to the Canal Zone, had joined the American Federation, and progress since has been steady. It has more and more distressed conservative educators. They give four fundamental reasons why it seems deplorable. The teachers, first, bear no such relation to their employers as do ordinary industrial workers. They serve the state, and are rather designated public agents than "employees." They do not create wealth in which they are entitled to a measurable share, but imponderable values, for which they are rewarded according to public appreciation. Their unionization is largely a sham, for they organize less to exert concerted economic pressure than political pressure through an alliance with labor. Second, in their special relation to their employers they have special means of satisfying just demands. The laborer has often to face the private employer's consistent selfishness, but the teacher can appeal to public generosity by enlightening the public opinion. Third, in unionizing they identify themselves with a special and sometimes narrow element in the community, and one often involved in hot controversy. The teachers have to consider how employers may feel, in certain junctures, about placing their children under instructors "affiliated" with unions; how non-union workers may feel, and how professional men with no special interest in either union or employers' activities will feel. Fourth, the union will take the place of organizations which might be of much broader value.

This last argument the N. E. A. has every right to stress. Educational problems were urgent enough before the war. With faults in our education plainly demonstrated under the strain, with Europe taking impressive measures for educational reorganization, the country needs what information and counsel the great body of teachers can furnish. Their influence should be felt in the separate communities, and nationally in some authoritative way. Except rarely, teachers' unions would be as ill-adapted to form and lead sentiment as have proved one or two teachers' bodies with which New York city is acquainted, narrow, squabbling, and interested chiefly in selfish lobbying. But such a dignified, intelligent, public spirited organization as the N. E. A., if well founded upon state and local organizations,

might serve large and useful ends. The type of organization is required which would develop professional consciousness and pride and a demand for high standards; would establish effective channels for the expression of teachers' opinions on educational matters; would supply the public with full and correct information; would demonstrate the need for greater expenditures in education and for more federal activity to spur and assist the states, and would work always to increase the harmony among the rank and file of teachers, the administrative staffs, and the public. These objects, it happens, were laid down by the N. E. A. six months ago. The N. E. A.'s chief leaders clearly have great faith in the possibilities of reorganization. Ex-President George Strayer said at Milwaukee that he hoped to see many field organizers at work, educational units multiplied in the land, and that "when our half million teachers agree upon educational policies and make insistent demands in keeping with national progress, these demands will be heard in Congress." The new president, Mrs. J. C. Preston, state superintendent in Washington, declared that an inclusive association of teachers "could accomplish wonders."

Many educators plainly hope the next few years will witness a rapid centralization of educational work in the United States. They may fail of obtaining a department of education or the federal appropriations of the Smith-Towner Bill, but will still trust that local administration may more and more yield to state administration, state administration more and more admit federal advice and help. Naturally, in view of this hope, a larger and better centralized organization of the teachers of the country is desirable.—New York Post.

KINDS OF TEACHERS NEEDED

1. Teachers and supervisors of manual training.
2. Teachers and supervisors of a variety of trades for all day trade schools and evening schools.
3. Teachers and supervisors of related industrial subjects for continuation and trade schools.
4. Foremen for factories and teachers of foremen.
5. Teachers and supervisors of educational therapy, for hospitals.
6. Trade teachers for the new vocational training work of the army.
7. Teachers and supervisors of industrial work in rural schools, especially consolidated and small high schools in rural communities.

EDUCATIONAL LITERATURE

HISTORY OF THE THRIFT MOVEMENT IN AMERICA

By S. W. Straus

"Thrift began with civilization. It began when men found it necessary to provide for tomorrow as well as for today. It began long before money was invented." So wrote Samuel Smiles forty years ago. The Lippincott Thrift Text Series of which this volume on the history of the Thrift movement in America is one, preaches no new doctrine but an emphasis of a much neglected practice. Reference is made to the ideals of the Hebrews, the teachings of the Bible, the Shakespearian phrase, De Foe's essays, Beutham's, "frugality banks," etc., but the first American Savings Bank was barely 100 years ago. There followed or accompanied in that early movement, annuity societies, savings funds associations, and provident institutions. In time there came Postal Savings Banks, (1910), and a generation earlier Building and Loan Associations. The first school Savings Bank in the United States was in 1885. Other forms of a Thrift and Conservation effort are health provisions, time-saving, profit-sharing, school and home gardening, land reclamation, etc. It is a long list covering a relatively short period; and the story is effectively told by one who, from his youth has practiced what he preaches. Two ideals stand out in the entire treatment: (1) that waste of every sort must be eliminated—the greater thrift—constructive, scientific, liberal, the thrift that builds character and that comes through education; and (2) that this training in thrift must begin in childhood; youth is too late and in adult life next to impossible. The financial creed as a part of the economic program of the Y. M. C. A. (quoted by the author) fairly characterized the thrift creed as summarized in this book: "Make a budget; keep a record of your expenditures; have a bank account; carry life insurance; make a will; own a home; pay your bills; invest in government securities and share with others." The book is so rich in information, so admirably presented, and the thought so well-organized, that it could be easily used as a text in Normal Schools and for supplementary reference work in high schools, and should be familiar to every principal and teacher having the care of Youth. The set will deserve a place in every teacher's library.

A History of American Literature. By Percy H. Boynton. Ginn and Company, pages 500., \$2.25.

Scarcely more than a score of authors are given extended notice. This is not a history of writers. Many details to be found in the traditional text are omitted here. Minor authors are omitted or noted in a summary way only. It is a book of cultural movements as they have found enduring expression in literature; the progress of American ideals; the highways of thought as fixed in prose and poetry. The tran-

sition to the XVIII century, Jonathan Edwards and Benjamin Franklin, the early drama and the rise of fiction, the poetry of the South, and the West and Mark Twain, are titles of chapters that indicate this tendency to trace movements, rather than describe literary forms. To this end there is apparent the attempt "to induce study of representative classics and extensive reading of the American literature which illuminates the past of the country." For further study there are appended to the several chapters a few choice reference lists; and at the end of the book, a table of the American periodicals (53 of them) established since 1800. Among the references are selected magazine articles pertinent to the chapter discussions.

Leaders of the Great War. By Cora W. Rowell. The Macmillan Company, pages 336.

It will be long before we shall have reached the end of the list of books for schools growing out of the World War. In the hands of a skillful writer, who is also a teacher, there is so much material that so easily becomes an educative agency, that one can find only pleasure in the prospect. And of all the possible materials biography is one of the most available for later childhood and youth, and the safest in its human effects. Here are, briefly, the life stories of eleven famous men, most of them born between 1850 and 1860; four are French, Joffre, Petain, Foch, Clemenceau; two English, Kitchener and Beatty; one Haig, Scotch, and one George, Welsh; three, Sims, Pershing and Wilson, American. While much of each narrative is absorbed by the military history of the last five years, the childhood and youth and early education and occupations are not neglected. It is a wholesome book for young men of almost any age, from twelve onward.

General Mathematics. By Raleigh Scharling and William D. Reeve. Ginn & Co. Pages 488.

It is scarcely to be expected that the college mathematician will think this book safe. As the title implies it is a "general" mathematics, and carries along through 400 pages arithmetic, algebra, geometry and trigonometry; a distinctly new kind of introductory text, based throughout on the problem method, not mere examples and formal exercises. It begins with equations and covers angles and the equations of angle relations, area and volume, positive and negative quantities, graphic statics and the graphics of formula and functions, construction of similar figures, scale drawing and trigonometry, simultaneous linear equations, roots and powers. The course has had before publication some years of use in mimeograph form in large and small high schools, in junior high schools and in School of Education Training Schools with evident success. No teacher of mathematics below university grade can afford to be unfamiliar with the content and method of "General Mathematics."

The Study of Nations. By Harriet E. Tuell. The Houghton Mifflin Company. Pages 190, 80 cents.

This is one of the Riverside Educational Monographs, but of quite double size. As its subtitle indicates it records an experiment in Social education. "The test of the school-master is to create a foundation for international understanding. The volume here presented is devised as an aid to American school teachers who would begin to widen the civic horizon of their pupils. It takes critical note of the Report of the Committee of Seven on the Study of History in Schools, and the N. E. A. Reports of the Committee on Social Studies in Secondary Education and expands the idea of the latter. The twenty pages on the method and aims of such study are particularly good. A topical outline and reading references accompany the study of each of the nine nations, and the Philippine Islands—A Nation in Making. In addition there is an excellent 10-page general bibliographical list of value to the teacher for her own library.

Syllabus of an Introductory Course on Part Time Education. By Robert J. Leonard. University of California Press.

The significant feature of recent educational tendencies is not the new emphasis put upon vocational, as distinct from academic training, but the effort to combine the two, conserving and promoting the desirable features of both; that the worker, in whatever field, may have a richer background of reflective theory and academic discipline, and the scholar may add to his faith, works; to his knowledge, skill. These purposes have led to new types of schools and methods, new administrative machinery, a new clientele of the school, a new kind of teacher. We are coming to have the continuous school, cooperative training, direct and supplemental studies, specific education aiming at skill but with a semicultural back-ground. All these are in addition to the regular full-time trade and technical schools, and seek to reach, and extend the training of those already under occupational contract. These are provided for by what is known as the Smith-Hughes Act of Congress whereby the Federal and State governments cooperate for vocational education. This provides, in California, for example, for two types of school,—the day continuation school and evening classes. The California Part-time Education Law, approved May 27, 1919, provides for part-time civic and vocational training for all persons under 18 years of age who are not in the regular schools; and part-time citizenship education for those under 21 years who are illiterate in English. The Syllabus here noted concerns the part-time instruction of these two groups.

Dr. Snyder, State Commissioner of Vocational Education contributes a foreword as to the meaning of the act in health and citizenship. Following which are sixteen short chapters prepared under the general direction of Robert J. Leonard, Professor of Vocational Education, University of California. The bulletin exhibits part-time education in industry, agri-

culture, commerce and home economics, the organization and administration of such classes, and citizenship and health under this act.

There are four appendices giving 14 selected articles on phases of the subject. The bulletin constitutes a comprehensive and critical and authoritative presentation of the purposes and organization and administration of the Act as it stands upon the California statutes. Board of Education members, Superintendents, School Principals, Special Supervisors and teachers of special subjects will find the Syllabus a ready and useful reference. It appears as Bulletin No. 1, of Series Number 1, General Vocational Education, cooperation of the University of California and the State Board of Education.

Exercises in Arithmetic. By Floe E. Correll and May E. Frances. Correll-Frances Company. Pages 70. 30c.

The express purpose of this little book is "to furnish a group of exercises and problems that may serve as a drill and as a test of the pupil's ability in arithmetic. It is not a text book." Contests and games are suggested and described. Problems are included for all important divisions of the subject; and the exercises throughout are sensible. The collection may be used with any text prescribed for the school.

Free Trade, the Tariff and Reciprocity. By F. W. Taussig. The Macmillan Company. Pages 216. \$2.00.

While the volume is a late issue (1920), the articles, a dozen of them, cover a period of original publication of almost a score of years. Nevertheless there is a distinct consistency of treatment in them all. It is a judicial consideration of a series of problems, fairly indicated by the title of the book, and to be regarded as of increasing importance during the after-the-war competition upon which all the nations are entering. Much free-trade and tariff discussion as it has been known in this country for a half century or more is of so technical a character that it is neither intelligible nor enlightening to the average, untrained reader. It is quite within the truth to say that any intelligent business man, farmer, shopman, teacher, may find here stimulating discussion. The chapters on the tariff, tariff and wages, and tariff and prices, as well as that on how tariffs should not be made are particularly good.

The Light. By Constance T. Brice. The Atlantic Monthly Press.

This little booklet is a Libretto of a Pageant which was presented at the N. E. A. convention in Cleveland the week of February 23-28. It was written by an Assistant Superintendent of Schools in Cleveland, and aims to body forth the service of education to "any city,"—the insufficiency of tradition, the force of originality, the evils of class-training, the virtues of democracy, the progress from the old Dame School to the best contemporary classes—and a hint of what the future school may be, when "cities shall speak no more of the cost of education, but fear rather the cost of ignorance." It is a charming setting for a school pageant.

The "Boys and Girls' Readers." By Emma Miller Bolenius. Houghton-Mifflin Company.
Fourth Reader, 288 pages, 72c.
Fifth Reader, 320 pages, 76c.
Sixth Reader, 352 pages, 80c.
Teachers' Manual, 232 pages, 80c.

Very properly, this series assumes that the mechanical process of learning to read has been completed, and quite as sensibly, it would seem, these years (fourth, fifth and sixth) are devoted to providing opportunities to become acquainted with the literature of maturing interests—the human, economic and material world near at hand, stories of our country, stories and folk tales, stories from foreign lands, literary journeys through our own country, and in each of the books, one choice, timely play to be acted. This selection and arrangement of material would be sufficient to justify calling the series unique. The authors and the excerpts from their writings are wisely chosen. The plan employs an ingenious device for vocabulary building. The questions at the end of each important selection are really a stimulus to language and literary research; the cultivation of the dramatic sense and the 40 pages of helpful suggestions to the teacher on silent and oral reading should be appreciated by every teacher of reading of any grade on the stimulation of the literature sense. One criticism may be made. An alphabetical index of selections and authors is included in the Teachers' Manual. If there is any call for such index it is in each of the three books that pupils may acquire the habit of book and subject reference, a real need of children 10 to 13 years of age. This defect may be easily remedied, as a mechanical addition; it in no way reflects upon the ideal and structure of the contents.

Danger Signals for Teachers. By Dr. A. E. Winship, Editor Journal of Education. Forbes & Co., Pages 204. Price \$1.25.

Books there are for teachers, many of them and good ones. For the young or inexperienced teacher, however, most of our books fall short of the mark. The average writer upon educational problems has developed a vocabulary and terminology foreign to popular speech and understanding. The University professor-author through his contributions to educational literature attempts too often to reveal to those who teach children the results of his philosophic reflections or scientific researches and investigations in the laboratory. Those who train teachers build up many times books on pedagogy around their daily life in the model school. The principles laid down in the books do not square with actual life conditions as they are found in those real clinics, the every day school rooms.

Danger Signals for Teachers is "different." Dr. Winship knows schools as they are in every quarter of the country. He appreciates their strengths and weaknesses, knows teachers and children and men and women and the real world of to-day. He is at once a philosopher, a teacher, a man among men, a student of practical affairs, an idealist. He sees things as they are and points the way with a keen vision and

ready pen to things as they should be. Always an optimist his work is constructive.

Danger Signals sets forth in a number of brief, snappy chapters, many an old established principle in such new guise as to make the book as interesting as a story. Lessons and illustration are drawn from a wide experience and accurate knowledge gained at first hand. The new demands in education are clearly shown.

No teacher, young or old, can fail to profit from a reading of the book, which, in the hands of the present reviewer, was not put down until finished. The book is full of sound common sense and many a deep principle is hammered home through simple direct language, anecdote and epigram. In the 14 chapters of Part I, **Danger Signals in Schools**; 4 chapters of Part II, **Danger Signals Out of Schools**; 17 chapters devoted to Other **Danger Signals** and a dozen and a half sections setting out the **Danger Signals** for Public Education, the book is a real contribution to the educational literature of the day.

How to Study. By George Fillmore Swain. The McGraw-Hill Book Company.

In size this is a brochure only; but treating of a theme of more than passing interest it deserves recognition among books. Its 60 pages are replete with sound sense, keen analysis and striking illustration. The author is Professor of Civil Engineering at Harvard which only adds to one's respect for the fine forceful English. The author considers the proper mental attitude of the pupil studying understandingly, system, mental initiative and habits of work. But by way of introduction, he assures his readers that "in its broadest sense the question to be considered is 'How to investigate it properly.'" That however efficient an engineer he may be, he is also a teacher appears not only throughout the pages but in a final note at the end of his essay, he mentions three books on "How to Study" which he recommends to all earnest students: "Principles and Practice of Teaching and Class Management" by Joseph Landon, on pages 12-24 of which "is found the best summary of this subject known to the writer"; "How to Study and Teaching How to Study" by Frank M. McMurtry, and "Teaching Children How to Study" by Lida B. Earhart; to all of which might well have been added "Principles of Science Teaching" by George W. Twiss.

Junior English Grammar by C. H. Ward Henry Holt & Company. Pages 150.

This is a grammar of a very unconventional kind. At least it is dressed to seem a new thing. The nomenclature is the same—clauses, appositives, gerunds and infinitives, nominative absolute, predicates, relative clauses, etc. They are all here. But the arrangement is unconventional. 28 pages (412 sentences) are given to verb forms. Everything is presented from its relation in the sentence. A collection of 1449 sentences has been made for every possible use and the sentences seem to be intelligently chosen. As a grammar teacher's assistant, a commonplace book of grammatical relations, it should be found both usable and labor saving.

Uncle Danny's Neighbors. By F. B. Pearson. The Bobbs-Merrill Company. Pages 268.

Here we have a story—a true enough story with its threads of youth and love and romance; but a story of the family too, of the school, the college, the teachers, school boards, etc. The author, Superintendent of Public Instruction for Ohio, is not unknown to our readers as author of "The Vitalized School"; "The Reconstructed School." Mr. Pearson has a genius for appealing recital and vivid description. And to both full justice has been done in this last volume.

Is Grade Teaching a Profession? By E. B. Skaggs. Educational Review. February. Considers the fact that most of the teachers are untrained, and too many of them very immature; the grade teacher is not a specialist and must teach, each a dozen branches or more; scholarship is made a secondary consideration; to some, teaching is a line of least resistance; many are vagrant.

The Education of the Feelings. By Dr. J. R. Jewell. School and Society. February 7. This is a discussion of a much neglected aspect of all education. The false emphasis upon knowledge has brought about an equally false distinction between so-called classes "who know, and the so-called masses who can only do."

The Consolidated School. By George S. Dick. Midland Schools, January.

This is one of a series of brief discussions of school consolidation, chiefly in Iowa, but of suggestive value to rural schools everywhere.

Dramatization of Literature: Its Use and Abuse, By Walter Barnes, Journal of Education, January 15th.

A conservative, critical but appreciative treatment of the subject.

Equipment of Schools by Grades. The Hawaiian Educational Review. February, 1920.

While this outline is made out for the Island Course of Study, teachers in California and village and rural teachers, particularly, will find it very suggestive.

Chinese Education under the Republic. By Zing Yang Kuo. The Far Eastern Republic, January.

This is Number Three under this caption and sets forth the new educational policy:

(1) General Education; (2) Professional Education; (3) Social Education.

What is the Matter with the Country Schools? Again. By Frederick M. Foster. Ibid:

The reasons are reduced, by the writer to one—the preponderant influence of the patrons of these schools. The statement is the result of an investigation into conditions in Wyoming.

Measuring the Efficiency of Schools. By Leon O. Smith. The Nebraska Teacher.

It includes the physical and illustrative instructional and cooperative aspects of the school.

Socialized work in Primary grades. By Elga M. Scheerer. The Nebraska Teacher.

Those who have enjoyed the contributions

to the "News" on project and problem work in primary grades, will find this article suggestive.

Biology and the Reconstruction of Secondary Education. By J. L. Price. School and Home Education, Dec.

"The solution of many of the pressing social problems of the day is at foundation biological."

The Reorganized Course of Study for Modern Rural Life. By G. M. Wilson. Educator Journal, Dec.

"Recommends the 6-6 plan, state and national aid to equalize opportunities, competent supervisors, and the general introduction of the Junior High School.

The Movies—Bane or Blessing. By Charles W. Crumley. Education, December.

"As they are, they are both; as they should be they are capable of being one of the very greatest blessings ever given to humanity." The argument is worth reading.

A Trade and Industrial Education Survey. In the Vocational Summary, December.

An excellent presentation of the distinguished features of recent surveys and suggestion for improvement.

Professional Growth of Teachers in Service. By A. J. Jacobs. Journal of Education, December 27th.

Discusses the vital need of the growth of teachers through reading and thinking the literature of the profession. Selected lists are recommended from which choice is to be made.

How Shall We Professionalize our Profession? By C. R. Frazier, Journal of Education, November 27th.

An excellent discussion of means of improving teachers already in the actual work of teaching.

School Handicraft as a Business. By Dorothy C. Rice. The School Arts Magazine, February, 1920.

Describes the work in the Malden, Mass., high school whose students of Crafts are organized for practical work in the market.

Handicraft for Wayward Boys. By Arnold Levitas. The School Arts Magazine, February, 1920.

Characterizes the work done in the Randall's Island (New York) House of Refuge, in 17 trade classes.

Loyal Labor. By A. E. Winship. Journal of Education, January 20.

An editorial called out by an article in the same paper on the affiliation of teachers with the A. F. L. They are both worth reading.

Backward Children. By Arthur Holmes. The North American Teacher.

Added to a discussion of "standards," there is given a summary of them and their meanings.

The Contents of School Reading Books. By James Fleming Hosic. School and Society, February 7.

An admirable analysis of "twenty-two sets of readers now in more or less common use. The most striking fact is the lack of a consensus of opinion as to what American children should read in school."

HOW TO MAKE \$1 WORTH \$10

America has got rich by developing and utilizing its resources; but its richest potential source of wealth, suggests Roger Babson, has as yet been utilized to an absurdly small extent.

He refers to the creative mental energy of the American people.

"Statistics show," he says, "that all the development of the United States since its founding—its railroads, steamship lines, great manufacturing plants, inventions, works of literature and art—has come from 2 per cent of the people. Eliminate that 2 per cent and we would be in the condition of early colonial days. Double it, and we'd be twice as far as we are. If we can increase that 2 per cent to 20 per cent, the dollar, instead of being worth 50 cents, will be worth \$10. The trouble today is that we are engrossed in the development of things—steel, coal, leather, and so on—and not enough interested in the development of man."

It is a novel argument for better education, as a means of unlocking the potentialities of wealth in human brains.

THE VOCATION OF LIVING

"No course offered to boys and girls of this age—13 to 18—should be so narrowly vocational in character as to limit its students in their choice of life work. The aim of the secondary school should be to prepare for living, not merely for earning a living. To this end the boy or girl must be trained to understand the age in which he lives, to be in close touch with his environment, to play his part as a sharer in and maker of political and social institutions of his age. No matter what else he may be, he is a citizen of a self-governing, self-directed democracy, a democracy which cannot exist without his intelligent participation in its activities. In the secondary schools, therefore, we must direct our management of various school activities to the creation of a body of students who shall be individually self-governed, each governing himself with a feeling of loyalty to his school group, an abiding interest in the welfare of that group and a willingness to sacrifice himself for the good of that group. The school must be so conducted as to impress the youth that he is not preparing for life, not preparing for citizenship, but that he is living, is playing his part as a citizen. This is the task of the general organization, as we call it in New York, the allied student activities, as sometimes called. We must not only develop an attitude, a habit of mind, but also a clear understanding of the nature of democratic institutions if we are to produce a good citizenship."

JOHN L. TILDSLEY.

SMITH-HUGHES SCHOOLS IN CALIFORNIA

E. R. Snyder

Instruction in Agriculture

During the first year of the operation of the federal and state vocational education acts ten high schools maintained full-time vocational courses in agriculture, with a total enrollment of 172 pupils. During the second year of the operation of the act twenty-two high schools

maintained such courses with an enrollment of 337 pupils. During the present year forty high schools are maintaining these courses with an enrollment which will probably reach one thousand. All of these pupils are maintaining actual farm projects on a commercial basis, most of them at their own homes. Some of these pupils make a net profit of as much as \$500 per annum.

Full-time Classes in Trades and Industries

During the first year of the operation of the act thirteen high and intermediate schools maintained full-time classes in trade and industrial subjects with an enrollment of 756 pupils. During the second year nineteen high and intermediate schools maintained such classes with an enrollment of 1778 pupils. During the present year some five or six additional schools are maintaining full-time classes of this character and the enrollment in the classes will probably exceed 2500.

During the second year of the operation of the act, machine shop led with 21 classes; automobile mechanics came second with 16 classes; applied electricity came third with 10 classes; carpentry and mill cabinet came fourth with 6 classes; pattern making came fifth with 4 classes; sheet metal and dressmaking came sixth with 3 classes each; radio, mechanical drafting and restaurant cooking came seventh with 2 classes each; auto electrics, boat building, oil operation, sugar chemistry, printing, foundry, trade, art and millinery came eighth with 1 class each—making a total of 77 classes.

Full-time Classes in Home Economics

During the first year but one school in the state maintained a full-time class in home economics. This class enrolled 16 pupils. During the second year four schools maintained such classes with an enrollment of 61 pupils. During the present year several schools have added these classes. They require six hours of work daily on the part of the pupils. All of this time is devoted to home-making subjects.

Part-time and Special Classes

During the first year of the operation of the act five schools in the state maintained part-time classes in home economics and trade industries, with an enrollment of 606 pupils. During the second year twenty-one schools maintained such classes with a total enrollment of 2881 pupils. The applications now on file in this office indicate that there will be twice the number of part-time classes maintained during the present year with an enrollment which will probably reach 5000.

SCHOOL AUTOCRACY

"Is your school an autocracy or a democracy?"

"Do you or do the students start things in the school room? Do your methods lead to constructive thinking by the students? When I was a boy I didn't know of any better way to get into trouble than to start something. We do all the thinking for the student. Then we expect to turn him out after eight years of this to promote democracy, when we have taken the 'promote' all out of him."

"Do you suppose that after asking a student questions for eight years he can go out and do

constructive thinking? The student that asks the most sensible questions is the one who is learning most. After all the greatest question there is, is the one we cannot answer, not the one we know how to solve. How about your program in school? Do you map out the program or does the student have a chance? The trouble is we are too afraid of making a mistake in our school programs.

"The success of all democracy depends on the ability of people to think together. Do we do it? Do conditions in the country look like it now? We start thinking that way when the teachers promote co-operative thinking—when they promote democracy."

DR. JULIUS BORAAS.

WHAT SHOULD TEACHERS KNOW?

Those who will be called upon to teach all of the subjects in an elementary school should have at least average ability to acquire an education in all of the subjects of the curriculum. These include, in addition to the so-called regular subjects, a number of special subjects such as music, art, physical education, home economics, agriculture and the manual arts. The list looks imposing but it is not too much to expect that an adult who has had at least six years of school training beyond the highest grade which he teaches should know more about all of these subjects than the pupils whom he is required to instruct. If the teacher is not competent to acquire a sufficient knowledge of these subjects to give elementary instruction in them, then it is entirely too much to expect any child to know something about all of them. Such teachers should also have as a background a good working knowledge of literature, history, and the social, biological and physical sciences. These are essential in order that the teacher may aid his pupils to interpret life. Those who expect to teach only certain subjects in the school should be chosen because of superior ability in these fields. They should also have as a background a similar breadth of training and experience.—Commissioner Snyder.

AS A PROFESSION

(The following from "Bulletin of High Points," Organ of the High Schools of New York City, should interest all our readers.—Editor.)

We enjoy reading the Los Angeles School Journal. The harmony and co-operation, fine professional spirit, and courage to face the issues of today are evidenced. To quote a little: "As teachers we should be proud of our profession and believe in the value of our work, or we should not be in the school room at all. The world condition of today calls for the highest type of teaching to prepare youth to comprehend intelligently the rapidly changing conditions in which they will have to live and function. Could any workman ask for a worthier Commission or more precious material? * * * Our profession assumes that we are of the class of thinking people, receptive to new ideas, sympathetic with any

tendency that looks to the amelioration of social conditions and profoundly desirous of conserving our nation and sustaining its institutions. Our beliefs or opinions are not so important because we possess them, but because through their possession we can influence so many others who are under our guidance. For that reason we, more than any other class of persons, must have a share in advancing every good movement. We must train even children to fight the enemies of the Republic—not the external enemies alone, for that is easy—but those within our gates."

"The greatest thing today in education is not a matter of new sciences, new arts, new methods, or new buildings. The first work that lies before us is civic education. This does not mean the dry details of a text book. It means that each child shall be filled with a deep conviction and a high set purpose that for him life means service to this Democracy—a course of sustained action in every relation by which and through which there will be better education, higher standards of living, an honest administration of public business, and a rule of right for the nation in its relations to other lands. This is not a matter of didactic teaching. We must show it in our preferences, in our language, and in our methods. The child who has finished his instruction in the public school must have an abiding faith that his rights and his interests, important as they are, can be secured only as he secures them from society by doing his duty to society."

Tuskegee Literature.—For those who are interested to follow the most characteristic and successful experiment in improving the negro race in the south, the following list of Tuskegee publications is freely given place. Not one of them but has pedagogic and very practical value to the teacher of whatever grade, who is interested in something more than hearing lessons. The pamphlets may be had free of charge:

The Principal's Annual Report to the Board of Trustees.

A Little Journey to Tuskegee, by Elbert Hubbard.

A Day at Tuskegee.

Tuskegee to Date.

Opinions of Educators Regarding the Work of the Tuskegee Normal and Industrial Institute.

The Negro and the New Economic Condition, by R. R. Moton.

The Negro and the Farm Labor Problem of the South, by Booker T. Washington.

An Apostle of Good Will, by R. R. Moton.

Dr. Booker T. Washington's Address Delivered Before the Cotton States and Industrial Exposition in 1895.

Negro Farmers of Alabama, by Clement Richardson.

Working Out the Race Problem, by Arthur M. Evans.

"Business on the 'Outside'"

Schoch and Gross' "Elements of Business"

Phoenix Union High School,
Phoenix, Arizona,
January 30, 1920.

American Book Company,
121 Second Street,
San Francisco, California.

Gentlemen:

We have been teaching "Elements of Business" the last two years in the Commercial Department of the Phoenix Union High School.

This is one of the most interesting subjects we offer. It reaches many of the non-Commercial students who get no other business training in their high school course.

"Elements of Business" teaches business on the "outside" rather than "inside" business. It deals with questions that every man and woman should understand. It is not a book-keeping text, yet it teaches how to keep accounts; it is not a text on letter writing, yet it gives an insight on correspondence; it is not a text on commercial law, yet it sets forth many of the common rules of law; it is not a text on banking, yet it gives the things a student should know about banking from the "outside"; and many other subjects are treated in such a manner as to make the student more or less familiar with almost any business that he may be called upon to transact.

To my mind "Elements of Business" is of greater importance to the average student than Commercial Law or Commercial Geography.

Sincerely yours,
(Signed) C. L. MICHAEL,
Head Commercial Department.

American Book Company

New York

Cincinnati

Chicago

D. J. SULLIVAN, C. C. VAN LIEW
121 Second Street, San Francisco

L. E. ARMSTRONG
113 Stimson Building, Los Angeles

NOTES AND COMMENT

THRIFT INSTRUCTIONS

"Thrift" is one of the important subjects in the curriculum of the Monterey County schools. Teach children to save money, emphasizing the following:

Regularity. Every Monday or Friday make a stated deposit or buy a stated amount of Thrift Stamps. The size of the amount does not matter (that depends); it's the regularity which forms the habit—and the habit of thrift is our goal.

Earn the savings—through chores or in any legitimate way. It's the earning that forms the essence of thrift.

Save for a purpose. A child's purpose is recommended; not to buy shoes, but for something that is the child's heart's desire—a bicycle, if you please, or a boy scout's uniform. Give credit on the report cards for thrift and give the teaching of thrift a prominent part. "Thrift," however, does not mean saving money only. Two valuable pamphlets will be sent to you, namely: "Thrift in the Schools—Outline of a Course of Study for Elementary schools," and "Fifteen Lessons in Thrift."

These two pamphlets are hereby declared to be part of the Monterey County course of study and all teachers are instructed to teach the lessons as outlined therein.

GEO. SCHULTZBERG.

Hikers and Nature lovers of the San Francisco Bay district will welcome the organization by the Extension Division of the University of California of a class in nature study which will "hit the trails" of San Francisco and vicinity on Saturday afternoons. Under the direction of Harold C. Bryant of the University of California, the class will study the birds and wild flowers found in the neighborhood of the bay cities.

The class was organized early in February with offices with the California Development Board, third floor, Ferry building. Six trips afield are contemplated.

In March, Professor Bryant will start a new course of decided interest to nature lovers, on "Natural History of the Sierra." Any one contemplating a mountain vacation will find his questions answered in this course. Information for it is now available at the San Francisco office of University Extension, 140 Kearny Street, and at Room 301 California Hall, Berkeley.

A complete course in **Railway Traffic Management** is to be given under the direction of the Extension Division of the University of California in San Francisco by Walker L. Trammell of the Southern Pacific Railway Company. The course opened in San Francisco on Friday evening, February 20, and will be a study of railway organization, freight rates, classifications, interstate commerce commission rulings and procedure, railway accounting, and foreign trade in relation to railways and commerce.

The University Extension Division is offering the course in response to a demand from railroad employees and other young men and women in business who realize the close interrelation between all industry and trade and the railroads.

The course will last for forty weeks and will be a thorough and practical study of transportation and traffic management. The instructor, Mr. Walker L. Trammell, is with the Southern Pacific Company in San Francisco, and was formerly instructor in Interstate Commerce and Railway Traffic in the La Salle Extension University, Chicago.

Fifteenth Annual Summer Session

June 28th to August 6th

Announcement sent on application

University of Southern California

Los Angeles, California

FOOD STUDY

A modern high-school textbook and laboratory manual in the study of foods and home economics.

By PROF. MABEL T. WELLMAN

Head of the Department of Home Economics in Indiana University; formerly Instructor in Dietetics and Household Chemistry at Lewis Institute, Chicago.

On the California High-school List
Copiously Illustrated
Mailing Price, \$1.25

A splendidly balanced text-book, and the only one which has the privilege of presenting the recipes from Farmer's "Boston Cooking-School Cook Book."

The plan aims at the production of well-balanced meals, emphasizing the three real objects of the study—time-saving, labor-saving, and money-saving.

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623 So. Wabash Ave. 34 Beacon St.
CHICAGO BOSTON

Nearly Ready

New Geography

Book Two

By WALLACE W. ATWOOD

Harvard University

No geography ever offered for the upper grammar grades has embodied so many absolutely new features. Here is geography written from a new viewpoint—abreast of the best in present-day pedagogy.

It is the first American textbook to introduce the regional treatment of geography.

It recognizes the growing importance of industry and commerce.

It develops the problem method of study.

It provides maps and illustrations of unequalled merit. Every one of the maps has been designed especially for this book, and many embody features in the art of map-making entirely new.

Ginn & Company
Publishers

20 Second Street, San Francisco, Cal.

Say you saw it in the Sierra Educational News

Additional information may be secured at the San Francisco office of University Extension, 140 Kearny Street, at Room 301 California Hall, Berkeley, or in the Oakland Chamber of Commerce rooms, Hotel Oakland.

The Pittsburgh, Pa., High School offers a course in retail selling, one hour a day, upon the following plan: Saturdays and usually Fridays are spent in gaining experience in the stores. Seven large firms have agreed to a high minimum wage during apprenticeship and assure the graduates positions. Students are paid \$2 for each day spent in the stores and receive school credit each week for each day. After graduation a minimum starting wage of \$15.00 a week is promised. The plan is in co-operation of the schools and the Research Bureau for Retail Training, comprising the seven firms mentioned.

SCHOOL SOVIETS

Anent the reported demand for a "high school soviet" by students of the Bellville, Illinois, high school, the Stockton "Record" has this to say:

"The Bellville, Illinois, high school students have sounded a new note for education in demanding a high school soviet, a six-hour school day, Friday afternoon holiday, a minimum passing grade of 50, teachers under 25 years of age, pool tables and phonographs.

"They are quite right. By all means their demands should be granted. The only fault to be found with these exponents of higher education is that they are too modest. They should demand more. They have not asked half enough. Certainly they should have the soviet. What is a mere board of education to presume to intelligence in the face of superior knowledge of intellectual giants of high school students? What indeed! Why should a few mere adults stand in the way of light and liberty? Down with them! Up with the soviet—two soviets, if necessary.

"Why stop at a six-hour school day? That is puzzling. Why six hours or even three hours? Why any at all? That would be ever so much better. Then there would be no necessity of that Friday afternoon holiday. That would also solve the whole silly business of passing grades and of teachers under the age of twenty-five years or any age, for that matter. And pool tables—by all means. Let us toss out the desks along with the teachers and convert the school room into a pool table and a billiard hall.

"But why stop there? Why not ask for cards, green-covered tables and poker chips? Why not go farther and demand free cigarettes and chewing tobacco, janitor service, free board and lodging, a dance hall, an orchestra and free money? Why these Bellville students are mere pikers, and one can imagine the blush of becoming modesty mantling their damask cheeks in presenting such inconsequential demands."

REGISTER AT ONCE

for available positions with the REGISTRATION BUREAU of the California Teachers' Association. For further information, address C. M. ROGERS, Manager Registration Bureau of THE CALIFORNIA TEACHERS' ASSOCIATION 703 NIELSON STREET BERKELEY, CAL.

Say you saw it in the Sierra Educational News

Spanish

Two New Readers

PRIMER LIBRO de LECTURA

GERTRUDE M. WALSH

North High School, Columbus, Ohio

133 pp., Cloth, Price, 88c

A very easy and interesting First Reader designed especially to make the process of acquiring a vocabulary more sure and less laborious. Words are grouped and studied according to their derivation and use. Each lesson gives a proverb or quotation to be committed.

The book has already been widely adopted in California. It is in the course of study for use in all of the high and intermediate schools of Los Angeles.

A SPANISH READER

JOHN M. PITTARO

Stuyvesant High School, New York City

291 pp., Cloth, Price, \$1.32

The object of *A Spanish Reader* is to give the beginner an active vocabulary of a practical and literary nature; to provide him with as much information about Spain and Spanish America as a book of this scope will permit; and to afford him an opportunity to talk and to write about what he has read.

Each lesson is followed by a varied and practical set of exercises. Numerous well-executed illustrations and maps of Spain and South America add to the attractiveness of the book; while a table of irregular verbs and a complete vocabulary insure its usefulness. This book is graded so that it may well follow the *Primer Libro de Lectura* in the latter part of the First Year. The two books make a good combination to use with Hills and Ford's *A First Spanish Course* which is proving so successful in California.

D. C. Heath and Company

Publishers

BOSTON

NEW YORK

CHICAGO

565 Market St. San Francisco

JUST PUBLISHED

THE COMMUNITY CENTER*For normal schools, normal training high schools,
and all community improvement organizations**By L. J. HANIFAN**State Supervisor of Rural Schools, West Virginia*

The Community Center furnishes the inexperienced teacher, as no other book has yet done, with practical suggestions for acquiring the necessary qualities of leadership and for organizing community improvement projects. It is the only book which deals specifically and briefly with the essential facts of rural sociology.

Practical, not theoretical, for it is written by one whose whole experience has been intimately associated with country life. *Brief and concise.*

Diplomatic in its suggestions for overcoming prejudices and difficulties.

Adaptable to varying conditions in any average community.

Send at once for circular

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San Francisco

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Zaner Method Writing

ARM MOVEMENT

Why did California in 1920 readopt the Zaner Method of Writing for the elementary schools of that progressive State?

There can be but one answer. It has met the test of modern requirements by giving the pupils a free, neat, rapid, serviceable handwriting—a real aid in acquiring and retaining an education, and a valuable accomplishment through life.

In 1916 a number of experts examined the various writing methods in use in the schools of the United States with the view of selecting the best for California. After making comparison point by point the Zaner Method was selected and adopted.

When they first adopted the Zaner Method of Writing they made no mistake.

Now, after four years it has been readopted without hesitation for another four-year period. The trial has convinced them of its merits; and it is through the merits of the books that our adoptions are secured.

Now, every local School Board in the State of California should see that all high school and commercial students are given the benefit of the Zaner Method of Writing so as to permanently establish a good handwriting. This can be done by using the *Zaner Method Writing Manual 144*, a book which is especially adapted for such students. Orders should be sent to the California depository—The Pacific Sales and Duplicating Company, 814 South Spring Street, Los Angeles, California.

Zaner & Bloser Company

PENMANSHIP SPECIALISTS

Columbus

Ohio

Say you saw it in the Sierra Educational News

Gregg Modern Language Series

The first book of the Gregg Modern Language Series will be

CUBA Y LOS CUBANOS
by

E. K. Mapes, Professor of Modern Languages, Westminster College, Fulton, Mo.

and

M. F. de Velasco, Professor of Languages, Havana, Cuba

This first book is written in accordance with the plan indorsed by the

AMERICAN MODERN LANGUAGE ASSOCIATION

and deals extensively with the geography, history and customs of Cuba. It combines the treatment of live topics about the Island with sound pedagogy regarding its presentation.

The structure is simple and at the beginning only common forms of the words are used, the more complicated forms being introduced further on in the text.

The text is written in the first person singular and plural and also the third person singular and plural, and furnishes a free use of conversation which develops the proper forms of address. The result of this is that it gives a well-balanced practice of verb forms in common use.

The questions and exercises require thorough discussion, in Spanish, of essential points covered in the text, and also include exercises in the translation from English to Spanish.

The notes are purely informational on the text itself. The idioms are in the vocabulary. The text is designed for use in the second half of the first year of Spanish in college classes, and the beginning of the second year in high school.

OTHER BOOKS IN PREPARATION ARE

Spanish Commercial Correspondence by Julio Mercado, Commercial High School, Brooklyn, N. Y.

Import and Export Trade, by E. S. Harrison, Commercial High School, Brooklyn, N. Y.

A Beginners' Spanish Book, by William M. Barlow, Commercial High School, Brooklyn, N. Y.

Cuba y los Cubanos ready April 1

The Gregg Publishing Company

New York Chicago Boston
San Francisco

The Registration Bureau of the California Teachers' Association is now completely organized and ready to give service both to teachers and to employing school officials. School officials in need of principals, supervisors or teachers should write to C. M. Rogers, Manager, Registration Bureau, 703 Nielsen Street, Berkeley, California. Teachers wishing positions for the coming year should register at once.

The Bureau of Education's Monthly Record of current educational publications contains a dozen references on educational tests and measurements, more than a score on the training and professional status of teachers, and nearly as many on one or another phase of child study, especially by exceptional children.

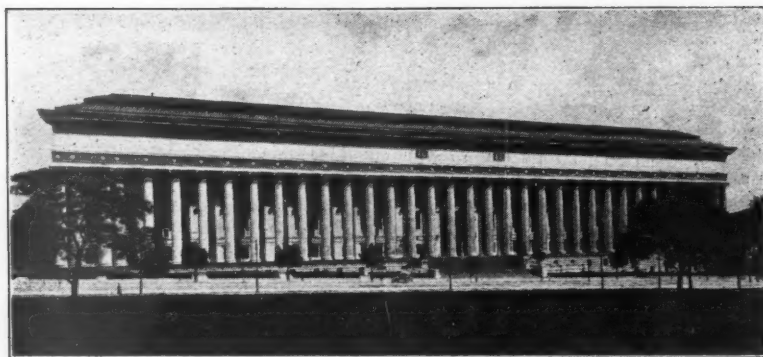
There are few world-movements of more far-reaching significance and greater promise than the linguistic reform now under way in China; an effort to substitute an alphabetical system for the centuries-old symbolical system. By what is known as Order No. 75, November 23rd, 1918, for the 44,000 Chinese symbols there was substituted a phonetic alphabet of 39 Chinese characters. Taught first in the government normal schools, then in the middle and primary schools, it has been introduced into the mission schools, adopted in a number of magazines and really seems to have received popular approval. An article in the "Far Eastern Republic" notes the need for this change arising from the demands of modern technical and scientific learning, the spread of education among all the people, the uses in printing, and the art of typewriting. Attention is called to a possible national unity, also, and commercial intercourse by means of a simplified and common language.

As a supplement to the Blue Bulletin, the State department issues a report on spelling tests in Plumas County, conducted by Prof. Mead of the University. There is shown the per cent of correct spellings for each of the 168 pupils representing the grades from 2-9 inclusive, and comprising twenty words for each grade. The grades varied from 62.9% in 5th to 81% in the ninth, with an average of 73%. A couple of suggestive pages of the bulletin are given to suggestions for teaching and studying spelling which grade teachers will generally find useful.

President E. P. Clark, of the State Board of Education has an intimate and sympathetic notice of the death of the former State Superintendent, Edward Hyatt, in the December California Blue Bulletin.

The average annual cost per pupil in the elementary schools of California in 1915 was \$39.06. However, the dollar in 1915 would buy what it took two dollars to buy in 1919. Unless education is unaffected by the factors that affect the costs of food, clothing, fuel, machinery, and all other commodities, the cost of educating a pupil today should be \$78.12 a year. As a matter of fact, it is much less than \$55 per pupil. In view of this fact, it is idle to talk about extravagance in school expenditures. No business enterprise in America, public or private, can show such a slight percentage of advance in cost during the last five years.

Say you saw it in the Sierra Educational News



The Educational Building, Albany, N. Y., devoted to the mental and physical wellbeing of the SCHOOL CHILDREN of New York State

THIS BEAUTIFUL BUILDING IS EQUIPPED WITH

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Sanitary toilet paper manufactured in a clean, airy factory is served from a DUST-PROOF cabinet that LOCKS to prevent promiscuous handling of the contents—operates WITHOUT KNOBS for the hand to touch—serves AUTOMATICALLY just two sheets of paper at a time. Economy is also a feature of ONLIWON HYGIENE. Extensive tests in many buildings show that ONLIWON effects an actual saving of 15 to 50 per cent.

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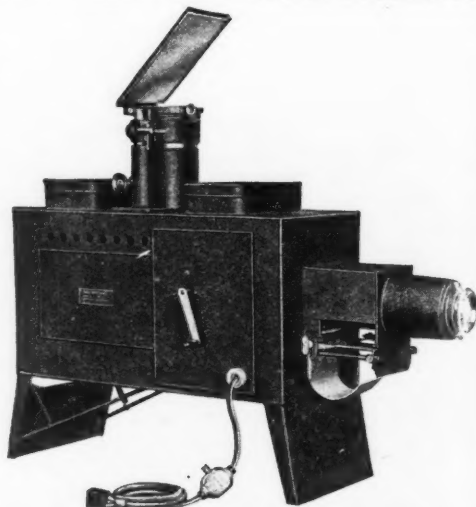
SPENCER DELINEASCOPE

MODEL 3

is made perfect because it is an IDEAL STEREOPTICON for both lantern slides and opaque objects, such as pictures, post cards, reading matter and objects of all kinds, dead or alive.

IDEAL because it embodies basic ideas (Patented) possessed by no other. Example: Mechanical means of handling the slides, which does away with the old, antiquated lantern-slide holder and at the same time gives a "dissolving effect" on the screen, unattained with other outfits except by using two Stereopticons, one above the other.

ONE SPENCER DELINEASCOPE DOES IT
New Booklet K 10 Just Ready



Spencer Delineascope Model 3, for both lantern slides and opaque objects
1000 Watt Mazda bulb illuminant. Price, \$185.00



SPENCER LENS COMPANY, Buffalo, N. Y.

Manufacturers of
MICROSCOPES, MICROTOMES, DELINEASCOPES, OPTICAL
GLASS, SCIENTIFIC APPARATUS, ETC.



Say you saw it in the Sierra Educational News

Isaac Pitman & Sons, 2 West 45th Street, New York, beg to announce that "High Speed in Typewriting" by Kennedy & Jarrett has been authorized by the California State Board of Education for use in High Schools. This is a text for all typists who aspire to unusual skill in their art. It is not for beginners and takes the place of no textbook, but supplements all good texts. Thousands of ambitious stenographers who wish to continue their training will welcome "High Speed in Typewriting" with its expert instruction obtainable from no other source.

High honor was recently paid Mrs. Dorsey. She was made a special guest by the Los Angeles Chamber of Commerce at a Hotel Alexandria luncheon. In the course of her remarks, it was noted that from September, 1914, to September, 1919, the increase in school enrollment was from 69,269 to 94,969, or 37 per cent: that contrary to the law and custom more than 400 classes have more than 40 pupils to a teacher; that there are 105 half day classes; and that the department is \$500,000 behind in needed repairs.

Miss Cecil M. Davis, County Superintendent of Schools of Santa Cruz County, was a recent visitor at the offices of the "News" in the Flood Building. Under her aggressive leadership the schools of Santa Cruz County are making splendid progress.

The City of San Rafael has recently established two public kindergartens in connection with two of the primary schools of the town. The enrollment of these kindergartens together is about seventy. They are proving extraordinarily successful and are meeting a want which has long existed in this city.

Returns from the census of minor children taken recently in the city of San Rafael show a total public school enrollment of 919, a total private school enrollment of 812. We doubt that in any other town in California there exists a condition similar to this, where almost 50 per cent of the school enrollment is in private institutions. But of this private enrollment 526 students come from outside San Rafael. Education seems to be the chief industry in this city.

Moving pictures for schools and churches. Announcement has been made by Famous Players-Lasky Corporation of the formation of a Non-Theatrical Department to care exclusively for the needs of exhibitors outside of the theatrical field. Through the work of this department films will be offered to the non-theatrical field which represent standard photo-plays but which, at the same time, have been edited to adapt them specially to the work of the church, school or civic or commercial organizations. The output will be regulated by studious care for the needs of religious and educational organizations and for the first time in the history of motion pictures, a separate department will be operating to give its attention to the needs of the pulpit and the classroom in motion pictures.

Important Books

That are to be Added to the Forthcoming Official High School Text-Book List of

CALIFORNIA

For High School

Trafton: Science of Home and Community

Williams: Healthful Living

Lynde: Physics of the Household

Lynde: Laboratory Manual to accompany Physics of the Household

Channing: Students' History of the United States Revised

Ford & Ammerman: First Course in Algebra

Ford & Ammerman: Second Course in Algebra

Kenyon & Ingold: Elements of Plane Trigonometry with Complete Tables

Frazer: Scenes of Familiar Life

Bays: Business Law

Zeiner: High School Song Book Revised

Ashley: American History Revised

Palgrave: Golden Treasury Revised

For Junior High School

Vosburg & Gentleman: Junior High School Mathematics Third Course

Kinne & Cooley: Home Making Series

Food and Health

Clothing and Health

Home and Family

The Macmillan Company

609 Mission Street
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BRADLEY'S WATER COLORS

*For All Grades of
School and Art Work*

Made in three forms—semi-moist
pans, hard cakes and in tubes.

"Quality" as applied to **Bradley
Water Colors** is and has ever been
more than a term—it is the basic
principle on which these colors
were founded and developed.

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MILTON BRADLEY CO.

20 Second Street San Francisco

Paper and Tablets Have Doubled in Price Pencils Have Advanced

You can help cut down the
high cost of writing materials
for the children, by arranging
for more individual work at the
blackboard. Crayons are inex-
pensive.

Use the best, buy the cele-
brated Waltham brand or the
Hygieia Dustless.

The American Crayon Co.

Sandusky, Ohio Waltham, Mass.

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*The Largest Selling
Quality Pencil in the World*

Drawing masters and instructors in draft-
ing rooms alike chose **VENUS** Pencils,
because some one of the famous 17 de-
grees exactly suits the work in hand, and
the grading is always uniform.

17 Black and 3 Copying Degrees

HB or F for general writing
B, 2B or 3B for softer leads
4B, 5B or 6B for bold, heavy lines
H or 2H for hard, firm writing
3H, 4H, 5H or 6H for clean, fine lines
7H, 8H, 9H for thin delicate lines, maps

American Lead Pencil Co.

219 Fifth Ave., Dept. B, New York

and London, Eng.

Write for illustrated experts' pam-
phlet on the use of **VENUS**
Pencils in Mechanical
Drafting



Say you saw it in the Sierra Educational News

The Orland school recently voted on \$42,000 bonds to build the first unit of a new school building. This amount is the limit they could vote, as they had twice previously bonded for school houses. The Bonds caried by a vote of 232 to 1. The Hamilton Union High School will vote on \$10,000 to finish paying for their new building and to enlarge the manual training department. The Orland High School District voted \$22,000 to make an addition to the high school building, also. The attendance is increasing in all the schools. And on February 25th, Willows voted \$123,000 for a new grammar school. Several of the rural schools will also build in the spring.

The Glenn County Chapter of the Red Cross has donated \$2500 to employ a school nurse for a year. She will devote all her time to the schools of the county, and will commence work at once. Her name is Miss Harriet E. Oster.

For the information of many parents who are allowing children under 16 years of age to stay out of school, we feel impelled to advise that the new school law requires every minor between the ages of 8 and 16 years to attend a full-time day school. Before this year, attending school was optional after children had completed the grammar school course. The law provides that every parent or guardian who shall fail to send such child to school until he or she is 16 years old shall be subject to a fine or imprisonment.

A permit to work may be granted by the superintendent of schools (or by some person designated by him) under certain extreme circumstances. Any person, firm or corporation who employs permits or suffers any minor to be employed without a labor permit is guilty of a misdemeanor and shall upon conviction be punished by a fine of not less than \$50 or by imprisonment.

EDWARD HYATT

[The following note, received too late for use in the News' Symposium is gladly included now.—Editor.]

Riverside County is proud to have had Edward Hyatt as the County Superintendent of Schools for twelve years and equally proud to have given to the state so able an educational leader.

My position as deputy in the office where he formerly served has given me opportunity to know as few others could know how far reaching his influence has been and how great is the love and esteem in which the people hold him. "I have lost the best friend I ever had." "He was one of the noblest men I have ever had," and similar expressions are heard again and again. Many boys and girls, now men and women, whom he has helped on their way to higher education have given him a love and devotion hardly surpassed by that of his own children.

Measured by years Edward Hyatt's life was not long, but measured by the lives beneficently influenced, it has reached far beyond the three score and ten.

DOLLY A. GARST,
Riverside.

Say you saw it in the Sierra Educational News

New Words

Every teacher should be up to date and know the new words and how to pronounce them.



GREAT WAR

fourth arm
camouflage
calibrate
blighty



AIRCRAFT

empennage
backswep
Albatros
squadron



AUTOMOBILE

convertible
crank case
landaulet
cyclecar

"The Supreme Authority," WEBSTER'S NEW INTERNATIONAL DICTIONARY

contains answers to questions about these new words and hundreds of thousands of other words. Where else is this information to be found? Ask for the Merriam Webster.

400,000 Vocabulary Terms. 30,000
Geographical Subjects. 12,000 Bio-
graphical Entries. 6,000 Illustra-
tions and 2,700 Pages.

WRITE for Free Booklets to Teachers:
"What Fun to Play Merriam-Diction-
ary Games," "Unlocks the Door,"
"Dog-Day Club."

G. & C. MERRIAM CO.
Springfield, Mass., U. S. A.



Announcement

To Teachers of Typewriting

Isaac Pitman & Sons beg to announce that

"HIGH SPEED IN TYPEWRITING"

By Kennedy and Jarrett

Has been authorized by the California State Board of Education for use in High Schools. A text for all typists who aspire to unusual skill in their art. It is **not** for beginners, and takes the place of no text book. It supplements all good texts.

High Speed contains 50 lessons, covering every phase of expert typewriter operation. Each lesson is divided into four exercises. The fourth exercise in each lesson is graded one-tenth of a stroke per second faster than the preceding one.

Thousands of ambitious stenographers wish to continue their training, and will welcome High Speed with its expert instruction, obtainable from no other source.

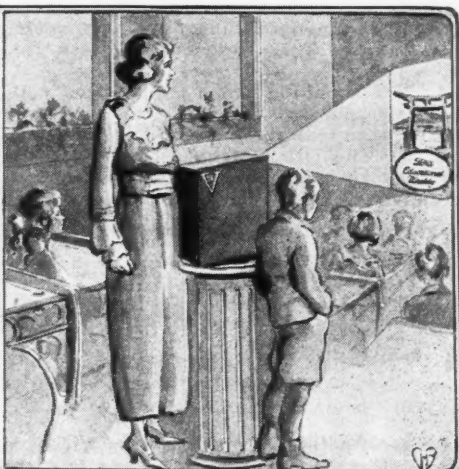
Cloth, Price, \$1.00

ISAAC PITMAN & SONS

2 West Forty-Fifth Street

New York

Publishers of Course in Isaac Pitman Shorthand, \$1.60; Practical Course in Touch Typewriting, \$1.00; Style Book of Business English, \$1.10; adopted by the New York Board of Education.



You can't knock it in—Let him see it!

How many times have you said—"Don't you *see*, Johnnie?"

And—Teacher—why did you say "*see*"—when you meant *understand*? It was because you know when pupils *see* anything, *it is understood*!

That explains why motion pictures—which are living things which pupils can see, are being adopted by the Schools of America, and are being used in the class rooms of all grades.

Even a dull pupil immediately grips a subject *shown* him in motion pictures. He also retains such motion pictures in his memory a hundred times better than when a subject is *talked*.

The Ford Motor Company produces Ford Educational Weekly motion picture films—one new one each week—on history,

industry, science, homelife and art. They are distributed by the **Goldwyn Distributing Corporation** from 22 cities. They are pronounced wonderful. Their quality is unsurpassed. They create an exceptional impression. You should know all about them. We want Superintendents, School Boards and Teachers to know what the Ford Educational Weekly really is. It's a library of life—living persons and things. They are the things themselves—not representations.

Ford Weekly motion pictures unquestionably make teaching a new art—a real joy! They lift loads off of Teachers. Teachers: write us about them and then talk about them to others. Superintendents: ask us for our story. Everyone interested: **sign, fill out and mail** the coupon below. It will receive our instant response.

If your school has no projector, or a poor one, we will assist you to get in touch with the best projector made.

Fitzpatrick & McElroy, 202 South State St., Chicago

Distributed
by
Goldwyn

Fitzpatrick & McElroy, 202 S. State St., Chicago, Ill., Dept. K-3

- ☐ Yes. ☐ No. Is your School now a subscriber to the Ford Educational Weekly?
☐ Yes. ☐ No. Have you ever seen a Ford Educational Weekly film?
☐ Yes. ☐ No. May we lend you one gratis to throw on your screen?
☐ Yes. ☐ No. Has your School an adequate projector?

I would like more information about

- ☐ Projectors. ☐ Ford Educational Weekly. ☐ Catalogue of Films.

Name _____

Teacher in _____ School _____

Street _____

City _____ State _____

Say you saw it in the Sierra Educational News

What of the future? It is too early to outline in full the needs of the schools as they will be presented to the next legislature. However, these are some of the measures that the state office will recommend:

(1) A bill providing that a school district may contract with a neighboring school district for the education of its children without losing its identity as a school district. This will enable districts near towns to contract with the town district for educating their children, the contract to include provision for transportation.

(2) A minimum teachers' salary law, fixing the minimum at \$1200 per annum.

(3) Financial legislation providing that state and county shall provide an amount sufficient to pay the minimum salary and a reasonable allowance for other support.

(4) Provision that every school district shall prepare and submit annually a budget of expenses, the same to be subject to revision and approval by the county superintendent of schools.

(5) Provision for a reasonable increase in the salaries of county superintendents. At present these salaries in most counties are shamefully low.

(6) A constitutional amendment making the adoption of the county unit plan optional, the matter to be decided by a majority vote of the electors of the county.

W. C. W.

In the Berkeley schools, 5th, 6th and 7th grades, there was prepared a "bird-house contest" for February 13th and 14th. A hundred or more houses were promised, some of very clever design. Workmanship, originality and design were considered in the judgments and awards. There were first, second and third prizes in each grade, a grand prize for the best house in the entire exhibit, and a pennant in school colors to the school having the largest number of exhibitors. The contest was held under the direction of the playground department.

There are many friends of Dr. Dresslar in Berkeley who will learn with sadness of the death of his wife in Nashville, Tenn. Both of them were well known both within and outside of university circles. Mrs. Dresslar was a brilliant and charming musician, pleasing with her gracious presence and refined art social and musical circles about the Bay. Beside the husband there are left to mourn her two sons, one but recently returned from service in France, the other, a younger one, in school. All of them will have the sympathy of a large circle of friends, including hundreds of teachers of California whom he served.

Permodello

THE PERMANENT MODELING CLAY

This new Modeling Clay works like Magic. Stays soft in the can, but when exposed to air after modeling it "sets" and becomes as hard as stone. Requires no casting and no firing. Takes water color or "Enamelac" decorating. Equally valuable in Kindergarten, Grammar Grades, High School and Art Classes. Widely used by U. S. Government in Reconstruction Hospitals. Sample pound postpaid 75c.

Send for Illustrated Circular.
Chicago THE PRANG COMPANY New York

Use Gold Medal Colored Chalk Crayons



for better Blackboard Work

No design can be well executed if the trend of thought is constantly interrupted by poor and gritty chalk.

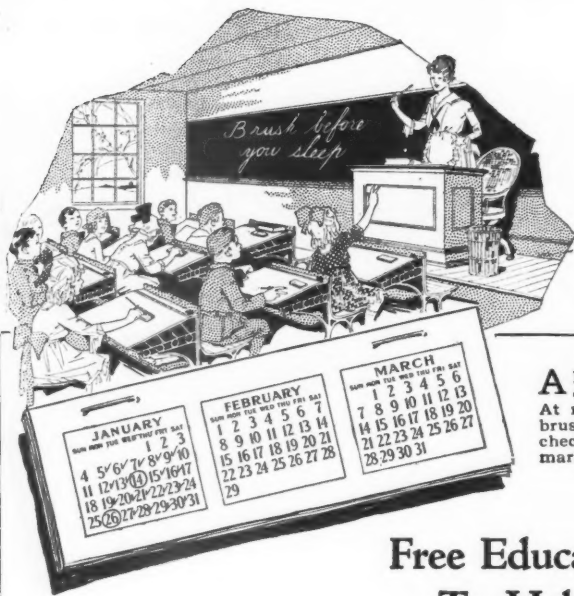
Gold Medal Chalk Crayons will delight you with their smooth working qualities, and their wide varieties of colors and rich tones.

Send for interesting brochure, "What the average teacher may accomplish in Blackboard Drawing."

Colored Chalk Set No. 405 is much used for elementary work. It consists of seven sticks—six spectrum colors with black or brown. Your dealer will gladly show you this as well as other sets in our line.

Binney & Smith Co.

81-83 Fulton Street
New York



A KANSAS school teacher gives each child a small calendar, which is kept in his desk or on one corner. At morning roll call the teacher calls for those who brushed their teeth, and as hands are raised, each child checks the date. Those who did not brush their teeth mark a cipher around the calendar figure for the day.

Free Educational Material To Help You Teach "Good Teeth—Good Health"

SEND for free trial tubes of Colgate's Ribbon Dental Cream for your pupils and a supply of Colgate Classroom Helps (sent without charge with the free tubes)—then with a new game, such as the morning calendar record, you can add fresh interest to the daily hygiene lesson.

The following material is sent you without charge: Free trial tubes of Colgate's Ribbon Dental Cream, Reminder Cards for your pupils (instructive home reminders to brush the teeth) with teacher booklets and other practical suggestions to aid you in teaching the need of proper dental care.

These Colgate Classroom Helps are sent only once in any school year, and only teachers actually in charge of a class are entitled to supplies.

Solve the problem of enlivening your dental hygiene lessons—send the coupon, properly filled out, today.

Colgate & Co.
Dept. 30
199 Fulton St., N.Y.

I am a teacher in the school,
District No., having
in my direct charge
scholars.

Will you please send me,
free of charge for school work
only, trial tubes and reminder
cards for all my scholars?

You may refer to (name of School
Superintendent or member of
School Board)

Name
Town Population
County State

(If there is no Express Office in your
town, write here accurate express ship-
ping address

(This offer good only in U. S. A.)



COLGATE & CO.
Established 1806 NEW YORK

Say you saw it in the Sierra Educational News

January 27th, the 214th anniversary of Benjamin Franklin was observed in more than 300 cities of the United States as the "Apostle of Economic Prudence." January 17th was observed as National Thrift Day and was the beginning of an eight-day campaign to curb extravagance throughout the nation. The following day as Thrift Sunday, many congregations listened to sermons on the relation of money to religion. Hundreds of Pastors preached on saving as related to building man's character. One of the campaign slogans was, "Master Money or Money Will Master You."

Superintendent H. B. Wilson of Berkeley issues from his office frequent bulletins, official notices, professional information, school recommendations, announcements of study classes for teachers, etc. Superintendents and principals of the smaller cities, even, might extend this service with profit.

G. & C. Merriam Company, Springfield, Massachusetts, will send free on request a copy of "The Use of the Dictionary" by Dr. Edward W. Stitt, District Superintendent of Schools, New York City. The booklet gives a wealth of suggestions to teachers on just how pupils may be trained to an intelligent use of the dictionary.

James W. Anderson, former Superintendent of Public Instruction, passed on February 9th, at the age of eighty-eight. Besides serving the State with marked ability as Superintendent of Public Instruction, he was one of the pioneer City Superintendents of the San Francisco schools.



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Some Soup Suggestions

For Home Menus and Domestic Science Classes

ALBERS PEARL BARLEY SOUP

- | | |
|-----------------------------------|--------------------------|
| 1/2 cupful Albers Pearl Barley | 1 cupful rich milk |
| 1 quart good soup stock | 2 egg yolks |
| 1 slice onion | Celery salt if desired |
| 1 tablespoonful butter substitute | Salt and pepper to taste |
| 1 tablespoonful flour | |

Cook the barley and onion in a quart of boiling water (about one hour), add soup stock and cook until tender. Rub through a coarse sieve. Mix the fat and butter together until soft and stir in the mixture, cooking until it begins to thicken. Add the milk and cook five minutes more, then pour a little of the hot soup slowly onto the beaten egg yolks and when mixed well, pour this egg mixture back into the soup kettle. Remove at once from fire and serve.

ALBERS CEREAL SOUP

- | | |
|--|-----------------------------------|
| 1/2 cupful Flaked Grain (preferably Albers Oats or Wheat Flakes) | 1 teaspoonful baking soda (scant) |
| 1 quart tomatoes | 1 quart milk |
| 1 teaspoonful sugar (level) | Pepper and Paprika |
| | Butter and Salt to taste |

Cover oats or wheat flakes with warm (not hot) water and soak several hours, or over night; put them through a sieve, which will make a thick cream.

Put tomatoes through a sieve, place on the stove until they come to a boil, add baking soda, and stir vigorously. Then add sugar, a little pepper and paprika, if liked, and the cereal cream mixture, stirring constantly and cooking for a few minutes. Soaked cereal needs little cooking. Put milk (unskimmed is best) in boiler; allow to come to boil. Add milk to tomato mixture while both are at the boiling point. Stir constantly while mixing. Add a small piece of butter and salt to taste. Serve. Stock may be used instead of milk and onion flavor or other flavor instead of tomatoes.

ALBERS CREAM OF CELERY SOUP

- | | |
|--|---|
| 2-1/2 cupfuls celery (cut in 1/2-in. pieces) | 1/2 bayleaf |
| 1 pint boiling water | 2 tablespoonfuls butter substitute |
| 3 cupfuls milk | 1/4 cupful Albers Oat Flour or Oat Meal |
| 2 tablespoonfuls minced onion | Salt and Pepper to taste |

Cook celery in the boiling water with bayleaf until soft and rub through sieve, discarding bayleaf. Scald milk with onion then strain into celery, discarding onion. Mix butter substitute and oat flour together and add to hot liquid, stirring and cooking until thickened. Season to taste.

Prepared by

Albers Bros. Milling Co.
San Francisco, Cal.

Riverside, California, having separate high schools for the two sexes, is just now in the midst of a discussion of co-education. On January 26 a public debate was held. At time of going to press the results had not been received; but it is said that a strong sentiment has developed in the city against the operation of two separate schools, one for boys and one for girls. Adherents of the present system are just as determined, and they contend that to unite the two schools would be a great mistake. Both sides were to be given ample opportunity to air their views at the Club meeting, and the discussion was expected to be fast and probably furious as well.

At a conference of specialists in industrial education it was resolved: "That members of manual training should be the equals in point of scholarship and professional training of other teachers doing the same grade of work; that four years of high school work followed by two years of professional training should be the minimum qualification; and that as soon as practicable college graduation should be required for certification to teach manual training in high schools. Already California is on the way to achieve all this and an added graduate year beyond the Bachelor's degree for, not manual training instructors only, but household economics, commercial subjects, agriculture and trade and industry.

As long ago as the middle 70's there was a teacher problem pretty much as there is today. William Cullen Bryant, dying in 1878, in a letter to a school official, said what is still worth quoting:

"I am heartily with you and all other gentlemen who remonstrate against the proposed reduction of teachers' salaries. We want the ablest and best men and women in the community to engage in the vocation of teachers. To reduce their compensation will cause many of this class to resort to other occupations, and will prevent many of them from devoting themselves to the instruction of our youth. In this way it will cause the degeneracy of our school system, and have a most injurious effect upon the generation which is to take our place upon the earth. It is important that the teachers be of that class who are the most skillful in communicating knowledge, and training to habits of order and diligence."

The Rocky Mt. Teachers Agency of Denver, Colorado, has now five branch agencies, namely: Portland, Oregon, 1312 Northwestern Bank Building, with Mr. Frank K. Welles, as Manager; Los Angeles, California, 636 Chamber of Commerce, with Mr. John C. Epperson, as Manager; Minneapolis, Minnesota, 327 14th Ave., S. E., with Mr. F. B. Reed, as Manager; Chicago, Illinois, Lytton Building, 14 E. Jackson Boulevard, with Mr. H. S. Stice, as Manager, and Kansas City, Missouri.

L. Van Nostrand of the Milton Bradley Company, accompanied by Mrs. Van Nostrand, is on his annual pilgrimage to the Springfield, Massachusetts, headquarters of the company. They will be absent from San Francisco about two months.

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Say you saw it in the Sierra Educational News

From the N. E. A. come a number of brief statements of striking interest to teachers. "The Teacher Problem," "Teachers' Salaries and Salary Schedules," "Teachers' Organizations," "Why a Secretary of Education," and "A Department of Education." The second item mentioned comprises a chart showing comparison of teachers' salaries in five Middle Western states with the union scale of wages for certain occupations in the same section as indicated by the average of the wages paid in Chicago and Cleveland. The annual incomes range from the highest, \$1950, for machinists, to lathers, bricklayers, inside wire men, structural iron workers, plumbers, blacksmiths, machine tenders (printers), compositors, glaziers, carpenters, hod carriers and bakers, \$1175, followed by high school teachers, \$1120; intermediate teachers, \$890, and elementary teachers, \$10. Six of the trades listed pay twice the salary of the elementary teacher or more. And the average of all the thirteen trades is more than twice the elementary salary mentioned.

Twenty-five states now, by law, require attendance at part-time or continuation schools. Most of these provisions have been made within a year.

E. C. Boynton

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The Registration Bureau of the California Teachers' Association is now fully equipped for its service work in the interest of teachers desiring to secure positions. School officials in various parts of California have already asked the Bureau to fill various places. Among the lines of work represented in this call for teachers are Physics, History, Chemistry, Mechanical Drawing, English, General Science, French, Music (including Chorus and Harmony), Mathematics and Drawing and Art. Principals have also been called for.

Teachers desiring positions should at once register with the Bureau so their credentials may be promptly sent to school officials with particular positions to be filled. Registration blanks and full information may be secured by writing to C. M. Rogers, Manager, Registration Bureau of the California Teachers' Association, 703 Neilson Street, Berkeley, California.

President N. B. Van Matre reports a one hundred per cent membership in the California Teachers' Association from the faculty of the Humboldt State Normal. Good for Humboldt!

Instructors--Attention!

EDUCATION these days involves the use of motion pictures in practically all subjects.

If your school has a good projector (a projector is the machine which throws the motion picture onto the screen) you are in a position to draw "standard books" as it were, out of the greatest motion picture libraries of America.

As however a poor projector kills a good film, the choice of a projector is vital. No one should think of buying a projector until the De Vry has been seen at its work. We will demonstrate the De Vry for you from one of 60 cities—the one nearest you. Write us—no obligation involved.

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Many vacancies have already been reported to the Bureau by school officials and at desirable salaries.

By registering at once your credentials will be ready for school officials who need teachers during March and April.

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Address,

C. M. Rogers

Manager

Registration Bureau of the California
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703 Nielson Street

Berkeley, California

Items of Public Interest from Proceedings of the State Board of Education, January, 1920—

The time for the High School Principals' Convention was set for the week beginning March 29th. The place of the meeting to be decided upon by Commissioner Olney.

The Board voted to act upon high school courses of study which conform to the Board's regulations when action is recommended by the Commissioner of Secondary Schools. The Board considered the advisability of asking the legislature to modify the present law so as to limit normal school accreditation to state or municipal normal schools, as there are adequate public facilities in the state for the training of teachers for elementary schools.

A resolution was adopted to the effect that the Board of Education issue an advertisement inviting on or before March 15th, tenders of bids for manuscripts for a supplement of California history to be combined with the Beard and Bagley text in the history of the United States for the upper grammar grades.

The new arithmetic will probably not be ready from the printer for some time, and the present arithmetic must be continued for another year. Contracts were renewed for a four year period, beginning July 1st, 1920, for the following books: "A Beginner's History of the United States"; Copy Books 1 to 5; Primer, 1st, 2nd, 6th, 7th and 8th Grade readers.

Through resolution of Mrs. Ray it was decided to make a study of the public education facilities provided by the Normal Schools and University in order to discover the essentials of education in the elementary, high and vocational schools and the preparation for teachers therefor.

Home project work in agriculture was endorsed by the Board and by the Cabinet, and steps are to be taken to consider plans whereby such courses may be introduced into the Normal School.

It was ordered, upon recommendation of Commissioner Olney, that, as Junior Colleges are not high schools, but schools doing college work, the teaching of German in them is not prohibited by the regulation concerning high schools.

SUMMER SESSION TO BE HELD IN SOUTH

Six weeks of summer study at the Southern Branch of the University of California, from June 21 to July 31, will constitute the third summer session of the University to be held in Los Angeles, it was announced today by Dean Monroe E. Deutsch.

A faculty from the University of California, Rice Institute, Throop College of Technology, Oakland Technical High School, Harris Teachers' College, University of Oregon, Whittier, Western Reserve University, and the University of Iowa, will give instruction to an estimated total of at least one thousand students. Last year the enrollment was 894 students, an increase of forty-one percent over the figure of 1918.

Amador and Napa County Free Libraries were put into operation January 1, 1920.



SUMMER SESSION

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Nine Facts for You

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- (2) Courses for the 1920 Summer Session to be based on the needs of teachers.
- (3) Special courses for teachers in graded and rural schools.
- (4) Special Courses for students from the elementary and high schools.
- (5) Limited classes with individual instruction.
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REG. U.S. PAT. OFF.

Mrs. Josephine Corliss Preston, State Superintendent of Washington and President of the National Education Association, was a welcome visitor recently to our office. Mrs. Preston came to San Francisco as a member of the Republican National Women's Executive Committee. She also conferred with those in authority relative to the development of the Thrift education movement, and took part in the regional Federal Vocational conference recently held in Berkeley. Mrs. Preston reports progress on the N. E. A. program, the meeting to be held next July in Salt Lake City.

The Education Department of the American Type Founders Company has enlarged its scope of work to include the sale of motion picture projection machines and supplies. Information will also be furnished regarding educational films. The Department will continue its work of installing printing outfits in the public schools. A letter addressed to the Education Department of the Company, Jersey City, New Jersey, will bring full information.

What has been familiarly known as Throop College (Pasadena) is hereafter to be called officially The California Institute of Technology. The change is incident to the rapid growth of the school along technical and scientific lines, and the expansion made possible by considerable increase in endowments.

Said the bank teller to a teacher who had presented her salary check to be cashed, "I am really sorry to hand you these old, soiled bills. They are unhygienic and possibly dangerous." "Oh, never mind," replied the cheerful teacher. "Really and truly there is no danger. A microbe couldn't live on my salary."—Exchange.

S. C. Smith of Ginn & Company is in Boston to attend the annual firm meeting of the Company. He will swing around the circle and mingle with the educational notables at the Cleveland meeting.

Miss Essae M. Culver has issued an excellent compilation of "Music Records in the Butte County Free Library." It is an invaluable list for the use of teachers interested in educational records.

Plumas County Free Library is making a specialty of books on various phases of mining. The library has also bought a grafonola for use at headquarters when teachers come to select records.

Sutter and Glenn Counties are now units in country free library service to schools—that is all the elementary school districts have joined the county free libraries.

Twenty-three high schools have joined county free libraries according to the provisions of the plan adopted by the high school principals at their convention in 1918.

Miss Estella De Ford, Librarian of the Tehama County Free Library, has been appointed county librarian of Napa County.

Another Triumph FOR Isaac Pitman Shorthand

Mr. Nathan Behrin creates new World's Record on court testimony, writing 324 words gross, and 322 words net, a minute, and made but three errors.

At the Forty-fourth Annual Convention of the New York State Shorthand Reporters' Association, December 30, 1919, Mr. Nathan Behrin created a new World's Record in Shorthand, by writing 324 words gross and 322 words net, a minute. The contest which was held under the auspices of the Certified Shorthand Reporters' Society, had been given wide publicity and was open to all, and writers of all the leading systems competed.

It is worthy of note that the record for solid non-court matter tests in this country is held by Mr. Behrin at 220 words per minute.

The result of this contest furnishes further proof that the highest speed and accuracy is inalienable from the Isaac Pitman Shorthand.

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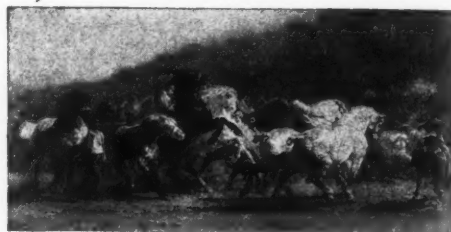
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New York City has now 29 intermediate schools and announcement is made that the number will be increased this year. Among the advantages of this type of organization the superintendent mentions: "a better articulation between the high schools and the elementary schools, a more economical use of the seating accommodations in the 7th and 8th year classes, the opportunities afforded for differentiation of the courses of study and for a better form of discipline and school life for adolescent pupils, the relief of congestion in high schools, and the saving in time and money by having the 9th year pupils instructed in a 'neighborhood high school.'"

"As a result of these and other advantages, the intermediate schools are no longer in an experimental stage. They are an integral part of our school system."

"New Occasions and New Duties," Hon. Will C. Wood's Yosemite address appears complete in School and Society for November 29. This is an honor to both School and Society and to California.

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Chicago THE PRANG COMPANY New York

Mr. H. O. Jacobson, a member of the Chico, California, Board of Education, makes public a prediction that "within the next five years the state will be supplying lunches to public school children."